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ABSTRACT

This is the final report for the Dayton City School District Desegregation Project. Background material on Dayton and its schools is presented, as well as planning, problems, and future goals for quality integrated education. Related activities which include teacher and administrator workshops, black cultural programs, task force reports, and black and white encounter sessions are described and evaluated. Bibliographical references and project publications are also listed. [Because of the quality of the typeface of the original document, a number of pages will not be clearly legible when reproduced. Also, copyrighted items added to the original report as auxiliary and supportive data are not included.] (DM)

ED050186

EQUAL EDUCATIONAL OPPORTUNITIES PROJECT

July 1, 1969 -- December 31, 1970

Final Report.

Grant No.: OEG-0-9-005015-4638(036)
Project No.: E-5015

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UD010989

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FOREWORD

This document is the project termination report for the Dayton City School District Desegregation Project, Grant No. OEG-0-9-005015-4638(036), Project No. E-5015. The project has been under the supervision of The Office of Equal Educational Opportunity from July 1, 1969 to December 31, 1970. The document indicates the activities, projects, and services supplied to the staff and students of the Dayton Public School District.

The Office of Equal Educational Opportunity has experienced successes. Conversely, there have been areas in which efforts have been proven futile. The inability to present and have accepted a plan for the desegregation of students reflects one area of disappointment.

In spite of successes, such as the voluntary transfer plan for teachers, there is still much to be done. In-service training must be provided for those teachers who will be transferred voluntarily in September to racially different schools. Receiving teachers must also be considered for in-service, for their attitudes of acceptance toward new staff members may be a vital factor in the ease of transition.

Different organizational structures must be implemented to realize the needs of the schools. The school system still faces the major problem of a high degree of racial isolation of students. This problem must be addressed if Dayton is to provide quality integrated education for all pupils.

Wayne Carle
Superintendent of Schools

Phyllis B. Greer
Director, Equal Educational
Opportunity

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I. SUMMARY

Over the year and a half of the funding of the Equal Educational Opportunities Project, or the "Dayton City School District Desegregation Project", as the proposal was entitled, a wide variety of activities have either been initiated and sponsored by the project, or have been enriched by the cooperation of the EEO staff. These activities have made an impact on the thinking and feelings of many teachers and administrators in the city.

As the Superintendent of Schools stated in the forward to a report to the Board of Education:

> Racial integration is both the number one social and number one educational problem confronting our country. If schools fully overcome the effects of racial isolation, there is considerable reason to believe that they can also unravel the related issues of humanization, motivation, accountability, financial support, and learning problems confronting public education in general. . . . Knowledgeable persons cannot ignore the urgency of making the American dream relevant and viable in urban schools.

Such a purpose motivated the work of the EEO Project.

Objectives

Through the use of the objectives stated in the Project Proposal which sets forth in detail the procedural goals to be followed for each objective and suggested activities for implementation, the following table has been drawn showing the relationship in time of the activities of the EEO Project, according to the broad objective served. Often a particular activity related to more than one objective; placement was determined if the activity was listed for a particular objective in the Project Proposal. Activities which were continuous across two or three of the 6-month phases are so indicated.

TABLE 1

ACTIVITIES CONDUCTED BY DAYTON EQUAL EDUCATIONAL OPPORTUNITY PROJECT IN RELATIONSHIP TO BROAD OBJECTIVES AND TO PROCEDURAL GOALS OF EEO PROJECT

Objectives	Phase I First Six Months' Period 7/1/69 to 12/31/69	Phase II Second Six Months' Period 1/1/70 to 6/30/70	Phase III Third Six Months' Period 7/1/70 to 12/31/70
Objective I: To desegregate faculties and administrative staffs.	Working with teachers in voluntary transfer to racially different schools.		
	Continuous clipping service in compilation of articles pertinent to desegregation.		
	Aug. 10-20: Administrators Workshop, 325 participants. Nov. 11-13: Desegregation Conference, Raleigh and Asheville, N.C., attended by director of EEO Project.	Feb. 19-21: NEA Conference in Washington, D.C., attended by director of EEO. April: Survey question asked of 4 groups of professional staff: "What suggestion would you make to improve the process of achieving staff integration?" May 20-21: Desegregation discussion, 21 districts, attended by director of EEO Project.	July 30-31: Charlotte, N.C., Desegregation discussion, attended by director of EEO. Sept.-Dec.: Concerted efforts in aiding Task Force on Desegregation which had the responsibility of developing plans for voluntary transfer, according to Title VI Commitment.

TABLE 1

ACTIVITIES CONDUCTED BY DAYTON EQUAL EDUCATIONAL OPPORTUNITY PROJECT IN RELATIONSHIP TO BROAD OBJECTIVES AND TO PROCEDURAL GOALS OF EEO PROJECT (Continued)

<table>
<tr><th>Objectives</th><th>Phase I
First Six Months' Period
7/1/69 to 12/31/69</th><th>Phase II
Second Six Months' Period
1/1/70 to 6/30/70</th><th>Phase III
Third Six Months' Period
7/1/70 to 12/31/70</th></tr>
<tr><td rowspan="5">Objective II:
To develop plans for desegregation of pupils throughout the city school district and for effective implementation of the open enrollment policy adopted on May 29, 1969.</td><td colspan="3">Meetings of EEO Advisory Committee, with discussions on plans for desegregation of pupils and the probable effects of their implementation; compilation of plans in use in other cities. There were 20 members of the EEO Advisory Committee, with an average attendance of 10.</td></tr>
<tr><td colspan="3">Supportive efforts with Pupil Personnel Department in implementing Open Enrollment Policy.</td></tr>
<tr><td></td><td colspan="2">"Black-White Up-Tight" -- Lending service of books and materials to schools and community.</td></tr>
<tr><td></td><td colspan="2">Supportive services for elementary and high schools Human Relations Council and/or inter-cultural experiences in the schools.</td></tr>
<tr><td colspan="2">October, 1969 to March 1970: Demographic work on pupil locator maps for first and ninth grades, to show racial composition of Dayton Schools.</td><td>Nov.-Dec.: Director made major contribution to the booklet: School Integration. prepared for Board of Education Study Conference on School Integration held Dec. 16 and 18.</td></tr>
</table>

TABLE 1

ACTIVITIES CONDUCTED BY DAYTON EQUAL EDUCATIONAL OPPORTUNITY PROJECT IN RELATIONSHIP TO BROAD OBJECTIVES AND TO PROCEDURAL GOALS OF EEO PROJECT (Continued)

Objectives	Phase I First Six Months' Period 7/1/69 to 12/31/69	Phase II Second Six Months' Period 1/1/70 to 6/30/70	Phase III Third Six Months' Period 7/1/70 to 12/31/70
Objective III: To prepare individual staff members to work effectively within an integrated staff.	Supportive efforts between various departments in the school system in efforts to resolve problems and strengthen inter-group relations: 1) Instruction; 2) Teacher Personnel; 3) Pupil Personnel; 4) Urban Education; 5) Planning and Development.		
	Work with individual staffs to develop and evaluate behavioral goals.		
	June 23-July 11: Workshop on Quality Integrated Education which produced the handbook: Quality Integrated Education. Oct. 24: Production of VOICES, INC., relating the treasures of Negro culture to 8th grade students. Oct. 23: Black Awareness Workshop, 40 participants.	Jan. 23: EEO Task Force Feb. 11: EEO Task Force March 16: Black Awareness Workshop. April 16: Production of VOICES, INC. April: Survey of EEO Task Force members and others in cooperation with Division of Research. May 26, 1970: Staff Morale Mini-Course, 35 participants June: Publication by Division of Research of EEO Survey Report: Dynamics of Educational Opportunities	June 22-July 24: Bi-Cultural Workshop for 21 teachers, with discussions of: Black Culture Industrial Culture Methodology of teaching about cultural backgrounds Group processes, dynamics and interaction. July 1-2 Black-white Encounter (exploring ideas of racism and interpersonal relationships), 20 participants. 5 weekends in October and November: Cultural-Racial Differences Workshop at Bergamo Center, held by EEO Project in cooperation with Dayton Classroom Teachers Association, average attendance of 20 at each session.

TABLE 1
ACTIVITIES CONDUCTED BY DAYTON EQUAL EDUCATIONAL OPPORTUNITY PROJECT IN RELATIONSHIP TO BROAD OBJECTIVES AND TO PROCEDURAL GOALS OF EEO PROJECT (Continued)

Objectives	Phase I First Six Months' Period 7/1/69 to 12/31/69	Phase II Second Six Months' Period 1/1/70 to 6/30/70	Phase III Third Six Months' Period 7/1/70 to 12/31/70
Objective IV: To prepare individual staffs for the provision of effective instruction within their integrated classes.	Sept. 2-3: Faculty in-service to produce behavioral goals for each school building.	Jan. 23: In-service day to discuss progress toward behavioral goals set in September. June : In-service day of assessment in achievement of the stated behavioral goals.	Oct. 21-25: National Asso. of Negro Life & History, Philadelphia, attended by director. Director served as resource person to: "World of Work", Open Housing group, Unit meetings, etc.
	Director worked on consultant basis with individual staffs on internal problems of intergroup relations, and with psychologists in areas of behavior modification and attitude changes.		
	Director worked with individual staffs on curricular development, and with Negro History Advisory Committee in correlating Black history in various study areas and in developing study units in Black history.		
	Director worked on consultant basis with students in areas of Black studies, human relations, equal educational opportunity.		
	Set up library for lending of multi-ethnic materials from EEO Office: books, pamphlets, records, and filmstrips.		
	Purchasing of multi-ethnic materials for McGuffey School.		
	Distribution of EEO Mini-Journal, a publication of the Ohio Dept. of Education.		

Outcomes

Dayton is a microcosm of the country in which we live. Its citizens reflect patterns, values, principles, and life styles of the area from which they have come, or their youth in this city. Racial isolation in Dayton is comparable to that in many large urban areas and is even more heavily concentrated than the situation in others. These two factors, the carry-over of life styles and racial isolation, have created a climate in the city in which problems inherent to school desegregation/integration are magnified.

The Office of Equal Educational Opportunity has made an effort to assess these problems and find means to deal with them. The goals as stated in the Project Proposal indicate the areas of concentrated effort for the year and a half of federal surveillance.

The Freedom of Enrollment policy, instituted in this period, has involved the exchange of 471 young people--421 black students and 50 white students--to improve racial balance in 9 high schools and 31 elementary schools (See Table 2).

Varying degrees of success have been the result of the endeavors to carry out procedures and innovative techniques to meet the project goals. Table 3 on the following pages is a candid appraisal by the project administrators of the extent of success of the procedures outlined in the Project Proposal.

Various workshops, institutes, and cooperative services with other departments have been effective. Services have been provided to teachers working within integrated staffs who were experiencing problems arising from the assignment of students who are racially different.

TABLE 2

STUDENT AND SCHOOL INVOLVEMENT IN FREEDOM OF ENROLLMENT POLICY FOR SCHOOL YEARS 1969-70 and 1970-71

Interest in Applying and Action Taken by Pupil Personnel Dept.	Elementary Schools			High Schools			All Schools		
	White	Black	Total	White	Black	Total	White	Black	Total
Applications	48	212	260	85	483	568	133	695	828
Approvals	13	146	159	37	275	312	50	421	471
Disapprovals	35	66	101	48	208	256	83	274	357
Reasons for Disapproval									
1. Racial balance not improved	31	13	44	27	60	87	58	73	132
2. Lack of classroom space	4	44	48	12	120	132	16	164	180
3. Lack of transportation	0	8	8	0	15	15	0	23	23
4. Not in good standing	0	1	1	0	11	11	0	12	12
5. Course attainable at home school	0	0	0	9	2	11	9	2	11

Number of Approvals by School

High Schools	
Belmont	28
Dunbar	3
Fairview	91
Kiser	18
Meadowdale	46
Roth	2
Stivers	47
Colonel White	43
Wilbur Wright	34
TOTAL	312

Elementary Schools	
Jane Addams	1
Belle Haven	3
Brown	5
Cleveland	4
Cornell Heights	2
Edison	3
Emerson	1
Fairport	7
Fairview	29
Fort McKinley	1
Gardendale	8
Gettysburg	11
Grant	2
Greene	1
Hickorydale	7
Jefferson Primary	1

Elementary	
Jefferson El.	2
Lewton	1
Longfellow	10
McNary	4
Meadowdale	5
Miami Chapel	1
Ruskin	2
Shiloh	1
Shoup Mill	1
Valerie	22
Van Cleve	9
Washington	4
Webster	3
Westwood	2
Orville Wright	6
TOTAL	159

Adapted from Report of Herbert L. Carroll, Associate Director for Student Relations
Approved by William H. Goff, Assistant Superintendent for Pupil Personnel

TABLE 3
EVALUATION OF EXTENT OF SUCCESS OF PLANNED PROCEDURES AS LISTED IN PROJECT PROPOSAL

	Extent of Success				
Procedures Planned (Listed in Project Proposal)	Very Little 1	2	3	4	High Degree 5
1. Task Force members will provide in-service training in early August (1969) for all principals-					
Written policy statements dealing with procedures for--					
More effective open enrollment,				x	
More effective use of teacher transfers.			x		
Document to permit more effective statements of behavioral goals by each individual faculty.			x		
Instructions for structuring in-service meetings so that they will be most meaningful for the entire school.				x	
2. The Director of the Equal Educational Opportunity Project will provide direction for the desegregation of pupils throughout the school district and for the effective implementation of the "open enrollment" policy by--					
Collecting and analyzing demographic data.					x
Presenting a workable plan for desegregation of all levels.		x			
Meeting with community groups to explore possibilities.				x	
Developing procedures for coping with problems of Freedom of Enrollment.					
Developing means of coping with factors or factions against.	x				
Meeting with principals and staff to affect support.			x		
Establishing relationship with suburban and private schools.		x			
Being responsible for efforts of Associate Director.				x	
Organizing groups to increase support for open enrollment.			x		
Cooperative planning with Directors of Elem. & Secondary Education.			x		
Arranging for consultant help with Assistant Superintendent of Instruction.				x	
3. The Associate Director of the EEO Project will aid by--					
Correlating the efforts of consultants and task force.			x		
Cooperating with teachers, principals, and others toward meeting the learning styles of all children.				x	
Working with individual principals to assure effectiveness of in-service building workshops on Sept. 2, 3, 1969.				x	
Working with individual school advisory committees to promote the best integrated quality education possible.			x		
Preparing individual staff members to work effectively within an integrated staff.				x	

TABLE 3 (Continued)
EVALUATION OF EXTENT OF SUCCESS OF PLANNED PROCEDURES AS LISTED IN PROJECT PROPOSAL

Procedures Planned (Listed in Project Proposal)	Very Little 1	2	3	4	High Degree 5
	Extent of Success E				
Working with research department developing demographic maps used in feasible plans for quality integrated education.				x	
Liason with Special Assistance Programs, other funding.		x			
Performing other duties assigned by Director of EEO.			x		
4. Professional leadership will be utilized in--					
Promotion of greater understanding of staff members as to what "Quality Integrated Education" implies.				x	
Investigating cultural differences and similarities among races.				x	
Determining the influence of socio-economic conditions on establishment of cultural values and patterns.				x	
Review of research on effects of integration on student progress.				x	
Review of alternatives toward more integration.		x			
Presentation to Community Social Agencies.					
Providing concepts and guidance to help Task Force develop materials needed for in-service of teachers.			x		
5. All teachers in the Dayton City School District will participate in--					
In-service training on September 2 and 3, 1969, to develop behavioral goals.			x		
In-service day, January 23, 1970, to determine their effectiveness toward meeting stated behavioral goals.			x		
In-service day in June, 1970 for same purpose.			x		

ADDED GENERAL COMMENTS:

In May, 1970, EEO presented to the Superintendent and Board of Education a bulletin entitled "School Integration" in which were listed several alternatives for desegregation of pupils. The Board did not adopt, at that time, any policy in pupil desegregation.

Evaluation of success in the affective domain is, at best, difficult to achieve. However, if changes in behavior and attitudes of individuals are recognized as effective results, then it can be said that the in-service training programs have been successful. Teachers and administrative personnel who have participated in this type of in-service have been extremely supportive. Examples of their evaluations can be found in the text of the complete document.

The involvement of the community in the research and planning for pupil desegregation has been productive in terms of the interest generated in this very difficult problem. It must be recognized, however, that no overall plan to desegregate the student enrollment of the Dayton City Schools has been developed or adopted by the Board of Education.

Fulfillment of the commitment of the Dayton Board of Education to the Title VI Office of Civil Rights regarding staff assignments is one of the most gratifying results of the EEO Project. The overwhelming support received from the teaching staff of the city in terms of voluntary transfer makes it possible for the administration to make assignments to fulfill this objective. Of 2,490 professional staff members, a total of 1,189 have expressed interest in a transfer under this program.

That there is much more to be done cannot be denied. In-service training must be provided for those teachers who will be transferred voluntarily in September to racially different schools. Receiving teachers must also be considered for in-service, for their attitudes of acceptance toward new staff members may be a vital factor in the ease of transition. Different organizational structures must be implemented to realize the needs of the schools. The school system still faces the major problem of a high degree of racial isolation of students. This problem must be addressed if Dayton is to provide quality integrated education for all pupils.

II. BACKGROUND

In planning for a project under Title IV of the Civil Rights Act of 1964 (Public Law 88-352), the human, social, economic, and political factors which characterize the Dayton Schools and community were considered.

Over the past 20 years, Dayton has had a growth pattern similar to many northern cities. The 10-year census figures record the following increasing population trend, until the past decade:

TABLE 4

Year	Population of Dayton	Per Cent of Change
1920	152,559	
1930	200,982	31.7% Increase
1940	210,718	4.8% Increase
1950	243,862	15.7% Increase
1960	262,332	7.6% Increase
1970 (Est.)	244,000	7.0% Decrease

An Economic Magnet

However, these figures do not begin to reflect the increase of population in the Dayton Metropolitan Area where villages have reached the magnitude of cities and where an entirely new city of Kettering has been settled and incorporated. Besides the Wright-Patterson Air Force Base and the Defense Electronics Supply Center in the area, Dayton has had the economic stimulus of four General Motors plants and the home factory of the National Cash Register Company, as well as a large number of smaller manufacturing and mercantile industries.

Providing a magnetic promise of possible work, these facilities have caused a substantial in-migration into the Dayton area of persons primarily from the South--both blacks and whites. The Negro community was, at first, chiefly in a relatively small area of the West Side, a part of the city bounded by the Great Miami River on the east and its tributary, Wolf Creek, on the north. Over the years, with succeeding waves of migration, blacks found homes throughout the West Side and, in the past decade, have moved farther west into Jefferson Township and north in all parts of Dayton View where schools now have varying degrees of integration. Southern whites moved into older residential areas on the East Side and in Riverdale, while displaced white Dayton residents often chose suburban homes, and with new white residents to the area, founded the communities of Kettering and Huber Heights. Despite the tearing down of houses for urban renewal and a superhighway that divided the East Side, that area remained rather stable, with one elementary school and one high school having some degree of integration due to housing.

Dayton City Schools

Trends in the Dayton Public Schools over the last 10 years are shown in the table below.

TABLE 5

COMPARISON OF MINORITY PUPIL ENROLLMENT WITH TOTAL ENROLLMENT IN DAYTON CITY SCHOOLS

		Black Pupils		Other Minorities	
Year	Enrollment	Number	Per Cent	Number	Per Cent
1963	59,061	14,368	24.3%		
....	....				
1966	60,191	(No official count taken)			
1967	59,933	" " " "			
1968	58,705	22,074	37.6%	155	0.3%
1969	58,287	22,932	39.3%		
1970	56,609	22,013	40.7%		

As Dayton's official census figures increased from 12.7% black in 1940 to approximately 19% in 1954, these percentages would be a rough indication of the proportionate share of black pupils in public school enrollment in the city, although black pupil enrollment generally exceeds the total black census percentage. The city census of blacks in 1960 was 21.8% and in 1970 was 30.5%.

In 1930, there were ten black teachers employed by the City of Dayton. In 1933, this number was increased by 39, all of whom were assigned to predominantly Negro schools.

As neighborhood housing patterns changed, there was an increasing number of Negro teachers employed and some Negro principals assigned to schools. These assignments were all in schools with predominantly Negro enrollments.

In 1951, by policy of the Board of Education, a Negro teacher taught an integrated group of students. Since that time, Negro teachers have been assigned to integrated classrooms, the greatest movement occurring within the last five years.

The table below indicates the percentages of black teachers being employed each year since 1964.

TABLE 6

PROFESSIONAL EMPLOYMENT OF NEGROES IN DAYTON SCHOOLS

School Year	% of Teaching Staff	% of Administrators
1964-65	22.0%	12.2%
1967-68	27.8%	18.7%
1968-69	28.8%	24.3%
1969-70	29.4%	29.9%
1970-71	32.2%	31.5%

In 1968-69, Dayton ranked first in the state of Ohio in the ratio of the percentages of black teachers and administrators to the percentages of black students enrolled in the public schools, as indicated in the "employment indexes" in the table on page 4. Only Cleveland Schools employed a higher percentage of black professional staff members, but in Cleveland the pupil percentage of blacks to total school enrollment was higher than in Dayton, as it was also in Cincinnati and Youngstown.

In all of the 8 major Ohio cities, the school systems had a higher percentage of black enrollment of pupils than of professional staff employed. Dayton ranked fourth among the group in the percentage of pupil enrollment. The employment indexes show the relationship between the percentages of black staff assignments to the percentage of black pupil enrollment.

TABLE 7

RECORD OF MAJOR OHIO CITIES IN PROFESSIONAL EMPLOYMENT OF NEGROES, 1969-69

City City	A % Negro Enrollment	B % Negro Teachers	C % Negro Administrators	D Negro Employment Index Teachers (B ÷ A)	E Negro Employment Index Administrations (C ÷ A)
Dayton	38.3%	28.8%	24.3%	75.2	56.4
Cleveland	55.9%	37.9%	23.5%	67.8	42.0
Toledo	26.7%	17.0%	12.7%	63.7	47.6
Cincinnati	42.9%	22.9%	14.3%	53.4	33.3
Columbus	26.0%	12.6%	11.3%	48.5	43.5
Canton	19.6%	6.0%	1.3%	30.6	6.6
Akron	25.8%	7.6%	13.2%	29.5	51.2
Youngstown	40.9%	7.5%	12.0%	18.3	29.3

(Adapted from Schoolday, April 21, 1969)

The employment indexes in the above table can be interpreted to mean that not only was it easier for Negro teachers to gain employment in the Dayton Schools, but advancement to administrative positions was more readily secured than in any other major Ohio city. Dayton Schools were thus in the forefront of providing "models" of similar racial origin to the black school population.

At the same time when more opportunity to teach and to advance in administrative positions was possible for Negro professionals in Dayton, the effect of cumulative assignments by the school year 1968-69 was evidently influenced by racial considerations, as indicated in the following table.

TABLE 8

ASSIGNMENT OF NEGRO PROFESSIONAL STAFF, 1968-69

	Negro Principals	Negro Assistant Principals	Negro H.S. Teachers	Negro Elementary Teachers
Predominantly Black Schools	13 (100%)	11 (79%)	180 (85%)	454 (85%)
Predominantly White Schools	NONE	3 (21%)	22 (15%)	80 (15%)
TOTAL	13	14	212	534

In the school year 1968-69, the majority of Negro pupils (85%) attended 3 of Dayton's 11 high schools, where the concentration of black students was very high (92% to 100%). Similarly, approximately 85% of black elementary students attended 20 of Dayton's 58 elementary schools; in 17 of these, black pupils constituted 90% to 100% of the enrollment. This evidence of de facto segregation was, of course, directly related to the housing patterns which had developed in the Dayton community over the past five decades, as these, in turn, were accentuated by the influx of thousands of families into the Dayton area due to economic factors.

The table below shows the relative degree of racial isolation of pupils in Dayton schools. White students may be said to be isolated especially in schools with less than 10% black enrollment and black students in schools with 90% or more black enrollment.

TABLE 9

RACIAL ISOLATION OF BLACK STUDENTS IN DAYTON CITY SCHOOLS, 1970-71

Elementary Schools (58)		High Schools (11)	
Per Cent of Black Student Enrollment	Number of Schools	Per Cent of Black Student Enrollment	Number of Schools
0	6	0	0
1% to 9%	21	1% to 9%	4
10% to 19%	7	10% to 19%	2
20% to 29%	1	20% to 29%	1
30% to 39%	0	30% to 39%	0
40% to 49%	0	40% to 49%	1
50% to 59%	1	50% to 59%	0
60% to 69%	1	60% to 69%	0
70% to 79%	2	70% to 79%	0
80% to 89%	2	80% to 89%	0
90% to 99%	16	90% to 99%	2
100%	1	100%	1

From: School Integration, 1970

III. PREPARING FOR EQUAL EDUCATIONAL OPPORTUNITIES PROJECT

Planning for Quality Integrated Education

At the time of the Dayton project application for a grant under Title IV of the Civil Rights Act of 1964, the Dayton Board of Education was "looking toward the future for every possible means of having an integrated administration, faculty, and student body." Short range planning envisioned the implementation of these two steps:

1) The provision for better racially balanced teaching and administrative staffs.
2) The provision for open enrollment for all pupils and the encouragement of such moves will be initiated whenever possible.

When the project was undertaken, 722 pupils were being transported from two overcrowded schools, one of them a building that had suffered major fire damage. During the 1968-69 school year, students--predominantly black--from the two public schools were bused into ten (10) predominantly white schools, and plans were being made for the following year for additional pupils to be taken to an expanded list of 15 predominantly white schools that had space available.

At a conference held on April 22, 1969, with representatives of the Division of Equal Educational Opportunities, the school system submitted these possibilities for immediate commitments:

1) Freedom of enrollment with priorities
2) Balance of administrative staffs
3) Balance of teaching staffs
4) August workshops for teachers newly assigned to racially different schools
5) Suggestions for long-range commitments

In the project application, these commitments were further refined as follows:

1) Freedom of enrollment for all students in kindergarten through Grade 12, to begin as of September, 1969, with a commitment that students will be encouraged to change schools if they will not upset the racial balance which now exists for the city, i.e., a person cannot change schools if he is a Negro desiring to attend a school that has a more than mean number of Negroes of the city district.

2) Balance of administrative staffs, with at least one minority principal, assistant principal, counselor, or secretary (Negro or Caucasian) in every school by 1971. No reduction from present level of minority administrators (Caucasian or Negro).

3) Balance of teaching staffs by means of filling vacancies through hiring and induced incentive-motivated transferences of teachers to obtain balance by 1970. If proper balance is not obtained by 1970, other methods will be employed to obtain such balance.

4) The exploration of all feasible alternatives which might offer all children quality integrated education in the inner and outer city areas.

Because it was felt that the plan for total integrated education would be enhanced by a Title IV grant over a period of three years, such an application was prepared, dated June 9, 1969, and sent to the Office of Equal Educational Opportunity with a request for funding as of June 16, 1969. The proposal title was: "Dayton City School District Desegregation Project."

The project was approved for funding of $70,000 from June 30, 1969, to June 30, 1970, the grant number being OEG-0-9-005015-4638 (036), project number E-5015. State Disadvantaged Pupil Funds of $19,434 were used in 69-70.

In June, 1970, the project was extended 6 months to December 31, 1970, without additional federal funding. State Disadvantaged Pupil Funds of $20,790 were allocated to the EEO Project for the school year 1970-71.

Problems Identified in June 1969

From the experience of the Dayton school system in its past efforts toward integration, the following problems were recognized and so stated in the project proposal:

1. There is present among a number of administrators anxiety toward the intended changes. This feeling is attributable in good part to uncertainty regarding local implications of the decision upon both the curriculum and staff morale. Personal concern has also been expressed by administrators regarding their own and their teaching staff's ability to relate effectively with all children, parents, and community forces regardless of background.

2. There is present among a number of teachers a lack of understanding of the meaning of quality education, of the need for integrated schools, and of the implications of the term "quality."

3. The integration of pupils creates curricular problems, such as coping with increased achievement spans, which cannot be attacked effectively unless:

    (1) There is present in each school a coherent philosophy of teacher functioning;

    (2) There is a commitment to behavioral goals consistent with that philosophy; and

    (3) There is a spirit of cooperation characterizing the total effort of individual school staffs.

4. There is present within certain segments of the Dayton community a lack of awareness of the values of integrated education. Without an aggressive attack upon this problem, the success of internal education efforts, regardless of quality, will be limited.

5. There is present within the community a lack of understanding of values of an effective open enrollment policy.

6. School boundaries within the Dayton School District are linked to the neighborhood school concept which results in the segregation pattern prevalent within the system.

7. The movement of the white population of the city to the neighboring suburbs is not likely to abate. As well as providing numerous sound attractions for movement from the city, the suburban areas presently provide a haven for those who desire to avoid involvement with integration efforts. The quality of the city school educational program must be cited as one source responsible for such movement. A continuation of movement will eventually result in total concentration within the center city of a Negro population.

8. There is no force of a cohesive nature to bind together the suburban, private, and city public schools. With present ties, the overall effects of shared workshops, discussions, etc., are most likely to be limited.

9. Over the past ten years, while efforts to desegregate teaching staffs have been made, their effectiveness has been counteracted by forces within certain communities to reject the presence of any teachers who are of racially different backgrounds.

The foregoing statements represented the perceptions of administrative staff members as they viewed the situation in the Dayton schools in June 1969. The problem identification statement opens with a recognition of anxiety felt by some administrators regarding the effects of integration on morale and curriculum. Housing patterns surrounding the neighborhood schools were viewed as the basic concomitant of segregation within the schools. The continued expansion of white suburbia suggested a possible trend toward "a total concentration within the center city of a Negro population", with a separation of pupils in different school systems between which few inter-racial contacts occur. Attitudes within the profession and within the community were acknowledged in the statement and must be dealt with constructively, if change toward integration is to occur, at the same time upholding the values of quality education. All of these interpersonal and socio-economic factors were seen as having an impact on the problems of building integration in the schools.

Objectives and Procedural Goals

A detailed plan of broad objectives and procedural goals was set up in the project proposal with a specific purpose for each objective. These are presented in their inter-relationship in the following table.

TABLE 10
RELATIONSHIP OF OBJECTIVES TO PROCEDURAL GOALS

OBJECTIVE	PROCEDURAL GOAL	PURPOSE
1. To desegregate faculties and administrative staffs in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives.	Recognition, understanding, and acceptance by administrators of the responsibility for locally initiating the steps essential to achievement of the stated goal of the Dayton City School District, i.e., the provision, wherever and whenever possible, of the opportunity for quality integrated education for all children.	To conduct an in-service project with principals who will eventually function in a leadership capacity with individual faculties in workshop sessions. a) Understanding of goals b) Offer materials. c) Aid of trained teacher task force member.
2. To develop plans for the desegregation of pupils throughout the city school district and for the effective implementation of the "open enrollment" policy adopted on May 29, 1969.	Recognition, understanding, and acceptance of the total Dayton community of educational benefits to be derived from having multiple experiences with children and adults of different racial and cultural backgrounds. Implementation of an effective open enrollment policy. Development of a city school relationship with suburban and private schools as an initial step toward metropolitan cooperation on educational problems.	To provide personnel who will be able to create, formulate, and implement plans and procedures with the personnel of the Dayton City School District, leading to the realization of the stated goals and objectives of the project.
3. To prepare staff members to work effectively within an integrated staff.	Training of a task force to set up an organizational mechanism to monitor the counteraction of forces toward desegregation and resegregation which have been in process over the past decade.	To develop a task force of up to 60 teachers and administrators to be trained in a 3-week in-service program in understanding of self, cultural differences, the Negro movement, value system and attitudes, and role of the school.

OBJECTIVE	PROCEDURAL GOAL	PURPOSE
4. To prepare individual staffs for the provision of effective instruction within their integrated classes.	Recognition, understanding, and acceptance on the part of faculties that personnel movement among the teaching staffs to remove the racial indentification of schools throughout the system is essential if all children are to have the opportunity to associate with adults of a variety of racial and cultural backgrounds.	To assemble an in-service project for all teachers, to recognize the need for teacher transfers, to affect integration and for all faculties to work as a cohesive force toward meeting behavioral goals in each school.
	Development on the part of each faculty of a cohesive statement of behavioral goals to guide the learning activities of children attending the school.	To further enhance racial balance through acceptance of open enrollment as the policy of the Board of Education.

Staff positions to facilitate the achievement of the broad objectives and the procedural goals were to include the following:

Position	Responsibility
1) Director for Community Schools, directly responsible to the Assistant Superintendent for Urban Education.	To provide feasible plans for complete integration of staff and student body.
2) Associate Director for Community Schools, directly responsible to the Director for Community Schools.	In-service training. Utilizing the task force of 60 members to facilitate smooth transition into racially balanced teaching staffs, administrative staffs, and student bodies.

Staff Appointees

Phyllis Greer was appointed director of the EEO Project for 1969-70, Marshall Rosensweet being named assistant director; an office secretary was also employed. During 1970-71, Mrs. Greer continued as director. For both years, the EEO Project was under the jurisdiction of Dr. William Watson, assistant superintendent in charge of the Urban Education Department.

IV. ACTIVITIES OF THE PROJECT

Each week, each month, of the Equal Educational Opportunity Project offered new challenge to the EEO staff and to the EEO Task Force members as they tried to make their activities relevant to the problems of the school system that were related to project objectives.

The listing of activities in Table 1 gives an overview of the services provided and the activities that occurred during the period of 18 months of the EEO Project. In the following section, some of the major representative activities of EEO are briefly reviewed, in order to reflect the direction and purpose of the project.

As recommended in the early weeks of the project, much attention was given to in-service activities for teachers and administrators. Many of these activities were somewhat innovative as far as the members of the Dayton staff were concerned. Both cognitive and affective types of learning were stimulated during the course of the in-service events, as it was early recognized that the direction of change is often determined by the attitudes and values of those involved.

Some of the projects described had a direct influence on the students themselves such as the Voices, Inc. productions and the Black Awareness workshop involving teachers of the eighth grade students who attended the performances.

A contribution was made by the EEO staff in the personnel problem of determining incentives for voluntary transfer of teachers to racially different schools. The culmination of this effort occurred in January 1971, after the EEO Project under guidance of the Office for Civil Rights had officially ended.

Workshop on Quality Integrated Education

This workshop, held in midsummer 1969, dealt with the problems inherent to the initial efforts toward the integration of the Dayton school system. Its purpose was to identify problems which needed and demanded immediate attention and to plan a strategy to deal with these problems.

The participants developed a task force and, during this period, addressed themselves to recommendations and set forth a plan to implement them. The identification of behavioral goals was considered to be the most important task for each school.

A plan for an administrators' workshop to aid administrators in preparing their staffs was also developed.

The EEO Task Force recommendations included the following:

Balancing of staff.

Freedom of enrollment for students.

Special needs of children in integrated classes.

Sixty teachers from the professional staff of the Dayton City Schools became the catalyst around which a larger task force was developed to implement these recommendations. The larger group had a membership of 120 teachers, at least one from each school.

During the succeeding months, the EEO Task Force served in crisis situations which occurred in various schools when racially different children and youth were involved. Members of the EEO Task Force also served on various committees later developed to provide effective instruction within integrated classes.

Task Force members comprised one of four groups surveyed in the April 1970 EEO Survey, being asked to indicate the extent to which they became involved in various roles during the year and to suggest programs of priority for the EEO Project.

Administrators' Workshop (August 19-20, 1969)

The Administrators' Workshop was the result of the workshop on Quality Integrated Education held earlier in the summer. As a part of the evaluation and sense of direction established, the participants of the workshop on Quality Integrated Education outlined procedures to involve both administrators and teachers during the year. The administrators workshop was first and set the tone for later developments.

Principals, assistant principals, and participants from the Quality Integrated Education Workshop met in late August to explore, examine, and plan for the implementation of the EEO Task Force recommendations. The identification of behavioral goals for each school and means to achieve these goals was decided as the major area of concentration for each individual school.

Planning Behavioral Goals

At the opening of the 1969-70 school year, all faculty groups met together the first two days of school (Sept. 2-3) to address themselves to the problem of stating specific behavioral goals for their school during the coming year.

In a number of schools, some of the stated goals dealt with commitment to desegregation and integration. Following are examples of this type of behavioral goal.

> To get the bused-in students to feel that they are a part of Fort McKinley (School) and to improve black-white relationships.
>
> To lessen the polarization of the races and to promote a genuine appreciation and acceptance of each race or class.
>
> Each teacher should be able to work into the curriculum a way to expose students to knowledge about Negro contributions to America.
>
> To identify the various roles in society that reflect man's interdependence.
>
> To promote racial harmony and cooperation.

EEO Advisory Committee

The EEO Advisory Committee was formed in the fall of 1969, with a membership of citizens from all parts of the city who felt that desegregation of pupils was a positive and necessary step for the school system to take.

These citizens were brought together in an effort, first, to assess the feelings of their communities with reference to this extremely serious social problem, then to review plans which had been implemented in other cities of the country; and, finally, to determine from these plans which factors or which programs or ideas might be effectively implemented in Dayton.

The EEO Advisory committee worked long and hard at this task, bringing from their communities true readings of community opinion, which did not necessarily represent their own personal feelings. The committee engaged in a thorough discussion of all proposed courses of action. Committee members recognized that many proposals for overcoming racial and cultural isolation in the city would also result in numerous social problems. At the strong recommendation of the committee, these ideas were dropped from further consideration at present because of possible community reaction.

It was obvious to the EEO Advisory Committee that the housing patterns of the city of Dayton made cultural and racial mix within the Dayton school system extremely difficult to achieve. However, the charge to the committee was to consider ways to overcome cultural and racial barriers in order to provide equality of educational opportunity in the multi-ethnic society in which we live.

Five proposals were considered of special merit by the committee:

1) Open enrollment.
2) Magnet schools, with special courses offered in a high school in addition to the regular or academic courses.
3) Specialized schools built for a particular vocational or academic purpose.
4) Attrition of faculty appointments to result in better staff balance.
5) Community center for afternoon and evening involvement of the total community.

Voices, Inc.

Voices, Inc., a black repertory group from New York City, is a nationally known company devoted to relating the treasures of Negro culture through the media of song, dance, and drama. Arrangements were made by the EEO office to bring this talented group to Dayton, the first presentation being made on October 24, 1969, to one-half of the eighth year students of the public schools.

The acceptance by the students was phenomenal. They felt a total involvement in the production, at the same time exhibiting a commitment of positive self-direction. These young people, 1,200 strong, moved into and out of the NCR Auditorium in such a manner that complimentary letters were received, as well as complimentary phone calls in community support of the project. The fine response of the students to the Voices, Inc. production occurred at a time of tension in some area schools as a result of an incident which had negative implications.

In April, the remaining eighth graders saw another production of Voices, Inc.

Black Awareness Workshop

Follow-up from the Voices, Inc. experience was a Black Awareness Workshop for social studies teachers of eighth year students, to allow teachers the opportunity to work with the Voices, Inc. performers, many of whom were also teachers. The performers provided the Dayton teachers with units on slavery, an exploration of Black awareness through music, and an historical overview of the Black experience. Resource materials were distributed with reasons for teaching Black Awareness.

Forty teachers took part in the first workshop. Dr. Madeline Stendt of the Dept. of Urban Education of New York University was a consultant aiding the teachers in preparing their lesson plans for a two-week instructional unit for their own schools. The same format was used for the second workshop in the spring, following the second production of Voices, Inc.

Needs of Transferring Teachers

On January 29, 1970, a sub-committee of Task Force members met with the director of the Equal Educational Opportunity Project to discuss ways of helping new teachers to adjust to their new assignments, especially where they were assigned to schools to establish racial balance. As plans are made for the following year, the committee felt that the following suggestions should be considered:

1) Establish an informal framework within each building so as to give support to the new teacher (support could come from several plans, i.e.: an older teacher as a buddy, a hospitality group of teachers, or a Task Force member). The purpose of this framework would be to offer suggestions, answer questions, give advice, and, in any way, make the initial experience a pleasant one.

2) Request that principals make the new teacher's initial assignment a pleasant one.

3) Suggest that the PTA plan an informal social plan for new teachers prior to the opening of school.

4) PTA might plan "teas" at different homes during August, so that parents can meet new teachers.

5) Principals might plan a "get-acquainted" time for newcomers to meet other members of the faculty.

6) Faculty might participate in "role-play" to sensitize them to accepting newcomers graciously and without prejudice. Other situations in "role-play" and simulation exercises should be pupil problems that are indigenous to the neighborhood in which the school is located (problems determined by a committee prior to "role-play" experience.

The committee was certain that, unless very positive steps were taken to support those teachers who had transferred to racially different schools in September 1969, all the work that had been done in September 1969, to balance staff might be undone by transfer time in 1970. The committee felt the additional need to find out how these teachers were getting along in their situations. Suggestions for contacting these teachers to determine their operational levels included the following:

1) Personal visits by:

   Dr. Watson, assistant superintendent, Urban Education Department, and/or

   A Task Force member of another school and race, and/or

   A supervising principal.

2) Group meeting of all persons who have been teaching and working in racially different schools.

3) A formal request by the Task Force of the Dayton Classroom Teachers Association to inform the Task Force of the activities they have carried out in support of these teachers.

4) Questionnaire to all teachers to get their feelings about their school situation.

The committee's suggestions were transmitted to other members of the administrative staff for appropriate implementation.

In carrying out Item 4 above, the coordinator of educational research was asked to draw up a survey form which would serve to bring out feelings of different groups toward their teaching situations. This resulted in the EEO Survey distributed in April.

Staff Survey Initiated by EEO Project

In April, 1970, plans for a staff survey were initiated by the director and the associate director of the EEO Project, with an 11-page survey being devised by the Research Division of the Dayton Public Schools.

Four groups of professional staff members were surveyed:

1) Equal Educational Opportunity Task Force Members.
2) Volunteer teachers for change to schools of different racial composition.
3) New teachers assigned to schools of different racial composition.
4) Randomly selected control teachers.

From a total of 193 survey forms sent out from the office of EEO, 55 were returned, or 28%. EEO Task Force Members had the highest rate of return: 31%, while the control teachers' group had the lowest: 24%.

One of the 11 pages of the survey was addressed to the EEO Task Force Members to assess their degree of involvement in the 5 functions assigned to the task force in the EEO Project Application. Those responding to the survey indicated that they had most often served in the following roles:

1) Aide to principal in helping him and the staff in the development of behavioral goals.
2) Resource person in building in aiding positive interaction among staff.
3) Resource person in helping to determine needs within school relating to pupil interaction.

An open-ended question on the process of improving staff integration found "voluntary transfers" to be the most frequently recommended method, followed by "assignment of new teachers to fill vacancies in racially different schools." Another open-ended question on the "most basic educational need in the Dayton schools" set first the development of reading skills, followed by a recognition of the need for individualized instruction.

The EEO Survey results were tabulated and reported by the Division of Research in a 60-page booklet, Dynamics of Educational Opportunities in June, 1970.

Introduction to Bi-Cultural Education

From June 22 to June 24, 1970, in cooperation with the University of Dayton, a Bi-Cultural Workshop was held for 21 teachers, with 3 graduate credit hours offered. The course content was as follows:

1) Black Culture:

   Historical backgrounds
   Literature
   Art and Music
   Folklore
   Social and economic structures of black Americans
   Problems and Viewpoints

2) Industrial Culture:

   The process of transition from inherited agrarian culture to industrial culture.

   The gap between cultures and between generations.

   Comparison of the mental processes utilized by an industrial culture versus the agrarian culture.

3) Methodology:

   Methods employed in teaching children about their cultural background.

   Ways of developing acceptance and appreciation for the values of black culture.

4) Group Processes:

   Use of group dynamics to reinforce and internalize acceptance of each other.

   Increasing sensitivity in pupil-teacher interaction.

   Interaction analysis.

   Micro teaching.

Open-ended questions were asked the conference participants in evaluation of the workshop. Representative comments appear on the following pages. With few exceptions, the responses were favorable to the content and format of the workshop and indicated a motivation to implement the use of cognitive material with their classes, as well as a feeling of benefitting from the affective experiences of the workshop.

Question; Has the workshop experience helped in your present situation? Explain.

Responses: Yes. I am involved with EMR students. They have strong feelings because their peers have them. I have made an effort periodically to prepare them for the future.

I am not yet certain that the workshop has helped me specifically at my job this year. I do feel that I have gained insights that I did not have before the workshop this summer. I think I have understandings about the feelings of those of another race that I did not have before.

The workshop helped me to know that people (teachers and administrators) do not fully understand many of the problems created when children from one area of town with different educational and social backgrounds are placed in other schools (problems for the children as well as the schools).

Yes, it has helped me to understand better the problems facing some of my students. I have been able to communicate more while talking with them after knowing their home situations.

Yes. The workshop gave me a greater awareness of and insight into Black attitudes. I believe that this helps me in understanding, working with, and benefitting the Black students in my classes, especially in times of difficulty and stress.

Yes, it made me become aware of the feeling some of the new teachers in my building might be experiencing. I feel more ready to help them in making adjustments and feeling comfortable in the school situation.

It's difficult to say. I think I am more secure in myself as I work with other members of the faculty. We set a goal of "Honest Dialogue" and I am sure that experience helped me to talk openly and not be afraid to voice my convictions.

Question: Do you feel that it will be of benefit to you?

Responses: Yes, because these are changing times and the workshop has made me aware of this fact.

Of course I feel that it will be of benefit to me.

The more you listen and talk the more you learn.

Yes, I do. In this changing society, I think every bit of knowledge that we gain can be a great asset to our teaching.

Yes. I feel certain that it will continue to benefit me as it already has.

Yes, it will be of benefit for me.

Yes.

Candid appraisal of the following question caused the workshop participants to recommend that others of the professional staff have similar experiences. The needs for appropriate materials to be made available to teachers and for small group discussions were also recognized by some participants.

Question: What suggestions do you have for EEO as we seek to implement the philosophies of the workshop group?

Responses: Short term teacher exchange program might help destroy many fears that are magnified by many of us. Bring other teachers in on a workshop similar to the experience we had this summer.

It seems clear to me what the intent is of your group. I feel certain that it is not clear to all teachers and groups. Believe me, I don't know what the answer is, but I feel that you (we) must communicate with the staffs your intentions to avoid insecurity and unrest that might develop from incorrect reports.

To impress upon the administration the need for proper facilities and equipment (books, individualized materials, tapes, visual aids, lunchroom assistance, etc.), if these children are to benefit from their schooling. The change also makes a burden for the teacher when she does not have all of the materials needed.

To have more small group discussions on ways and means of bringing about changes in the teacher-parent-pupil relationships, each plays his own major role in the development of the student. Also, to work on objectives, criticisms and values as they relate to the individual student.

I think all members should participate in any public or staff functions dealing with this problem to the best of their ability and availability. I think the theories and philosophies developed at the workshop should be made a matter of public knowledge as much as possible by means of public media and Board of Education publications.

Start groups in each building to discuss some of the same experiences, but on a voluntary basis. The workshop should give preference to teachers from all black, all white, situations, as well as the teacher in the minority. The workshop can be of value to each one.

Provide some way that teachers can exchange ideas. We need to talk with other teachers, across town, in neighboring schools, and even in our own building.

Require principals and assistant principals to attend some parts of the workshop, plus the Board members should be invited.

The final question elicited varied responses, with a concern expressed for reaching all children and youth in the educative process. One response noted the mutuality and group cohesiveness developed during the workshop.

Question: Do you have current needs or concerns for which we can offer support or assistance?

Responses: I am concerned with the student who, in ignorance, causes much frustration to the educator, who in turn passes this on to students who, under other circumstances, could make education a worthwhile experience.

This was the second summer that I had attended a workshop offered by your office. I still feel that there is a certain lack of direction as to what we are to do specifically with what we have gained. It seems to me that we should be working together with other similar groups striving for the same end.

We have children in some of our classes who should be in special education classes, but we have no such class at our building. As a result, these children get little or nothing from their classes, and because they are unable to do any of the work, they have become bored and are disruptive to classes. We are told there is no place for them in other schools where they have a special ed. class.

Not at present.

I think the group should have meetings to nourish the cohesiveness, the mutual respect, and the interest in one another that we felt and enjoyed during the workshop. I would be happy to offer my home for such an occasion.

Cultural-Racial Differences Workshop

As a part of the Professional Staff Development program for Dayton City Schools in 1970-71, a Cultural-Racial Differences Workshop was offered on the weekends of October 17, 24, 31 and November 7 and 14 at Bergamo Center. The Office of EEO sponsored the workshop in cooperation with the Dayton Classroom Teachers Association to provide an in-depth study of cultural and racial differences and their effects in the classroom. Various techniques and procedures were used to facilitate greater cultural and racial understanding.

Miss Lillian Anthony of the Afro-American Studies Department, University of Minnesota, and Mr. Frederick Boeder of the Sociology Department, Lake Forest College, served as consultants for this workshop. Approximately 20 participants attended each session, with about 60 at the final session on November 14, each receiving a stipend.

Teachers' general evaluation for each experience was excellent. Participants felt a strong desire to involve every teacher and administrator in a similar experience of awareness. Following are excerpts from typical evaluation statements received from teachers and administrators:

I

> "This workshop was a warm, wonderful, interesting, reenforcing kind of experience. The moderators were bright, sincere, delightful people who did an excellent job. I hope that we can all come together again soon to continue to stimulate and support one another in our efforts.

> "I have been thinking how marvelous it would be if more teachers would avail themselves of these workshops. Perhaps sometime it would be possible for every teacher to participate. The Bergamo accommodations were very good."

II

> "The overwhelming satisfying feeling I now have as a result of my participation in the workshop is most gratifying and has permitted me to deal with myself and others with greater confidence.

> "I wish to commend you for your selection of the consultants for the workshop. I have never experienced such competence, such sincerity, such precise insight, such ability to sift through the dynamics and get to the facts as they displayed in our group encounter. . ."

III

"As a member of Workshop Group IV, I had a meaningful experience of both confrontation—facing up to what we as individuals were doing as members of the group, and support--receiving help from each other as we worked through our problems.

"We began to develop an awareness of the effect and importance of our contribution as individuals to the group process. We began to see how what we do can either facilitate or block progress. We became even more aware of the importance of listening and were helped to face up to what poor listeners we tend to be. We were helped to recognize how society bombards us with misinformation and misconceptions about all groups, the majority as well as the minority, which leads to a process of dehumanization for all. We heard how others feel. We worked through misunderstandings and, as we shared collages, realized the basic needs and aspirations of us all. We felt a unity, a oneness, a warmth.

"I sincerely wish that every faculty in the city could experience a time away from school, a time to be together for the long haul of a retreat experience, to be enabled to develop more effective working relationships. The need is now with present faculties, but a shake up in staff necessitates such an experience. Attitudes need some careful examination. At the heart of the success or failure of our schools and community is the basic problem of human relationships—most especially teacher attitudes toward students, parents, and fellow teachers. Such a project may be costly, but I sincerely believe it would be money and time well spent. . . . Somehow, teachers need to be helped to face up to the importance of taking some honest looks at themselves and their attitudes, if they are to be effective teachers and models.

"Although I have not determined the why, I did not find the last session with the total group as satisfying or productive as the small group encounter."

IV

"The workshop helped me realize that we have to understand ourselves before we can understand the other fellow. It made me conscious of the fact that we often dehumanize another and that we must stop. I came away from the first session with a sense of calmness and peace. The leaders were great--especially Lillian. . .

"Suggestion: A workshop at each school prior to the fall opening for one or two weeks. The quality of the leader is very important, can make it a worthwhile experience or a waste of time."

Emerging problems on the school scene indicate increasing need for educators who are competent (i.e., sensitive, productive, and decisive), educators who demonstrate their belief in the real worth of each child, who respect the values and customs of these backgrounds. Hopefully, by providing continued inservice and workshops, teachers can be sustained in maintaining these standards.

Staff Morale Mini-Course

On May 26, 1970, a mini-course on racial harmony as related to staff morale was conducted by the Equal Educational Opportunity director and the Inservice Department of the Dayton City Schools.

The film, Black-White: Up-Tight, was shown and discussed for its social implications. Other concerns which had been identified by a pre-meeting survey were also considered:

1) The unwillingness on the part of some faculty members to accept integration and to work toward making the transition smoother and more effective.

2) How to tell when people are really honest concerning race.

3) Working with and understanding the individual.

4) What can be done about the teacher, either black or white, who believes in separatism?

5) Teachers' lounges and work areas are established in the building to assist teachers in working together. Sometimes minority groups tend to separate themselves from others and this doesn't lead to total integration.

6) Role of Administration and staff to welcome and assist new minority staff members.

7) How do you go about changing the attitudes of older people?

The evaluation of the experience by the 35 participants was positive. The consensus of the group was that there was a need for a broadened similar experience for many staff members.

This film is recommended for use with faculty and community groups and for grade levels, junior and senior high school and college. A study guide of the film is available which gives a synopsis of the film, general guidelines for its use, suggested questions for discussion, and resource materials of books, pamphlets, and filmstrips suggested for a unit on prejudice.

Special Task Force on Staff Desegregation

On October 4th, 1970, a Task Force on Staff Desegregation was organized cooperatively by the Dayton Classroom Teachers Association and administration of the Dayton Public Schools to advise on procedures to achieve desegregation of faculties and administrative staff in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives of the Department of Health, Education, and Welfare.

The original objectives of the Task Force were:

1. To promote voluntary transfer of teachers and administrators through:
    - Individual counseling
    - Exchanges
    - Development of incentives
2. To establish parameters for bringing each school to compliance
3. To advise on procedures for:
    - Assignment of new teachers
    - Transfers with seniority as a factor
4. To consider future means of assuring equally qualified staffs in each building, such as a rotation plan

Several meetings were held in an effort to crystalize the exact responsibilities which the group seemed willing to assume. It was finally determined that the Task Force would expend all energies in an effort to encourage voluntary transfer by faculties and administrative staff to establish racial balance. It was also determined that should involuntary transfer be necessary, the Task Force would then address itself to this problem.

A list of inducements was developed. Inducement forms were sent to all teachers in the system. In a subsequent development, the Board of Education accepted the concept of reorganizing a number of schools for next fall. School re-organization then became a prime factor for consideration in voluntary transfer. In the survey, 1,189 teachers (47.8%) agreed to, or indicated an interest in, transfer. The following table and letter to the Task Force from the assistant superintendent in charge of Teacher Personnel indicate detailed results of the inducement forms sent to teaching staff.

TABLE 11

PERSONNEL DEPARRMENT SUMMARY OF FURST CHOICES, AFFIRMATIVE RETURNS, IN STAFF SURVEY FOR VOLUNTARY TRANSFEREES, January 1970

	STAFF RATIO				VOLUNTEERS					CONDITIONS STATED			STATUS OF SCHOOL					
	Now		Balance		White		Black		Split Assign.	None	Reorg.	Other	Sufficient Volunteers		Involuntary Transf. but Need?			
	W	B	W	B	M	F	M	F					w/o Reorg	w/ Reorg	w/Reorg W	w/Reorg B	w/o Reorg W	w/o Reorg B
Elem. School TOTALS	1091	592	1091	592	157	384	59	370	75	414	464	92	19 *87.5	32 *258	5 *12	2 *7	5 *31	2 *15
					541		429			970								
					970													
High School TOTALS	595	227	595	227	106	60	39	87	4	142	105	45	0 *90.5	4 *143	5 28.5	2 12.5	5 54.5	2 32.5
					166		126			292								
					292													
TOTALS	1686	819	1686	819	263	444	98	457	79	556	569	137	19 *178	36 *401	10 40.5	4 19.5	10 85.5	4 47.5
	2505		2505		707		555			1262								
					1262 **													

** 73 of these were counselors or administrative interns, providing a net of 1,189 teachers available for transfer.

*Insufficient volunteers in and number needed

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

THOMAS D. GRAHAM
Assistant Superintendent
Personnel

February 8, 1971

MEMBERS OF THE TASK FORCE:

The Personnel Department has reviewed each Voluntary Transfer Application form which was returned. The attached summary is based upon the first choices of the affirmative returns.

The procedure used in organizing the returned Voluntary Transfer Application forms was to separate the affirmative replies from the negative responses on an individual school basis. Proceeding on a "double entry" system, each individual was recorded for his school as willing to transfer out on the upper portion of that form. His present assignment was noted by grade and/or by teaching field. His race was noted and his first choice was recorded. In addition, a series of 10 footnotes were created for use in later reference.

Each individual was also entered either on the bottom portion of another school list of his first choice, or on a separate list, indicating his interest in a reorganized K-5 elementary school, a magnet school or a middle school, along with any individual conditions which he set forth in the application.

When these entries were concluded, the data was quantified on the form attached. The totals are reported on the attachment.

The "Volunteers" columns reflect the number of volunteers for transfer, for whatever reason, and with whatever conditions, by race and sex. These columns include regular and traveling teachers, reading facilitators, learning center teachers, counselors, administrative trainees, and certain special assistance program personnel who are certificated. The fifth of these columns indicates the number of persons who are on split schedules between two or more buildings who responded positively. This last group, however, is also counted within the four previous columns as appropriate.

The "Conditions Stated" columns give a picture of the portion of favorable respondents who did or did not attach conditions to their transfers. Of the 414 elementary teachers who attached no particular conditions to their movement, "None" column, many were persons who are now teaching in schools where their presence enhances the racial balance of that staff. The same is true of the 142 secondary teachers so responding. "None" are also those who indicated a particular school or schools and/or a grade level or subject area preference. Inasmuch as these choices represent a normal response, they were treated as not being unusual or too narrow with which to work.

Those who would transfer through a reorganization of schools included those expressing choices for K-5 elementary schools, magnet schools and/or middle schools. The third column, "Other", was reserved for those who attached unique conditions to a transfer, e.g., change to an administrative or counseling position, transfer to a situation having certain kinds of materials or equipment, to a classroom with opaque blinds, being able to take accumulated materials with such a move, and the like.

Columns headed "Status of School" reveal that:

1) 19 elementary schools had sufficient volunteers out to provide enough openings to balance staffs without reorganization as an inducement. However, 21 second or third choices of incoming teachers would need to be utilized to refill 9 of those staffs.

2) 32 other elementary schools had sufficient volunteers out to provide enough openings to balance staffs with reorganization as an inducement. However, 192 second or third choices of incoming teachers would need to be utilized to refill 28 of those staffs.

3) 5 elementary schools would need additional transfers out to provide spaces for the necessary incoming black teachers. Likewise, 2 elementary schools would need to provide places for incoming white teachers.

4) No secondary schools had sufficient volunteers out to provide enough openings to balance staffs without reorganization as an inducement.

5) 4 secondary schools had sufficient volunteers out to provide enough openings to balance staffs with reorganization as an inducement. However, 52.5 second or third choices of incoming teachers would need to be utilized to refill those staffs.

6) 5 secondary schools apparently require involuntary transfers out of white teachers, and two of black teachers, in order to provide staff positions for incoming teachers.

Some additional data from a study of these responses shows

1) Whereas in elementary schools white teachers compose 65.4% of the staffs, 55% of the volunteers for transfer were white.

2) 47% of the voluntary transferees gave reorganization as the number one inducement at the elementary level.

3) Whereas in secondary schools white teachers compose 72.9% of the staffs, 56% of the volunteers for transfer were white.

4) 35% of the voluntary transferees gave reorganization as the number one inducement at the secondary level.

5) There are, in fact, 1189 appropriate transfer offers. The initial receipt of 1500 applications included counselors, administrators, administrative trainees, long-term and day-to-day substitute teachers, teacher interns and certain non-certificated special assistance program personnel.

In determining whether sufficient volunteers were available to transfer out, and in identifying the numbers of transfers in in each school situation, only full-time, non-traveling teaching staff and learning center teachers were considered.

Recalling the initial statement in this report, the quantified data is based upon first choices only. Recognizing this, many schools had, numerically speaking, sufficient volunteers for transfer in of the proper race, but the matchup with positions held by those transferring out was not immediately possible.

Additional tabulations based on second and third choices at this point might be non-productive for two reasons:

1) It cannot be known which second and third choices may be depended upon until the first and second choices are implemented.

2) A substantial proportion, 45%, of the volunteer transfer offers are contingent upon reorganization.

This brief overview of the data analyzed may give rise to many additional questions and these are welcomed. Further analysis will be undertaken in order to promote the most desirable transfers which can be planned. Your comments are solicited.

Sincerely,

Thomas D. Graham
Assistant Superintendent
Personnel

Besides being circulated to every professional member of the instructional staff, the inducements were also printed in the January 11, 1971, issue of SCHOOL DAY, the official staff publication of the Dayton City Schools. The inducements covered such items as the following:

1) Statement of preferences regarding new school location, grade level, and subject (within certificate limitations).
2) Released time for visits to another school before expressing commitment.
3) In-service training sessions.
4) Summer training sessions.
5) Two or more professionals may transfer as a team.
6) Additional helps as classroom aides, curriculum development assistance, supplementary instructional materials, and assistance in working with disruptive students. . . .
7) Priority in assignment to tutorial program during the hour following the school day.
8) No decrease in number and quality of equipment and supplies.
9) First priority of choice of available teaching positions in the system (after a full school year in new assignment).
10) Implementation of additional, educationally defensible terms particularly suited to needs of transferees.

Because of the request of the teachers' association, another inducement was dropped from the list: the notation of voluntary transfer request being placed in each applicant's personnel folder to be "considered if and when the transferee applies for any position of broadened professional responsibility."

The Task Force on Staff Desegregation was composed of 20 teachers and 10 administrators who collected and analyzed information from background documents, resource persons, and visits to other school districts. Information was made available by the EEO Office to the Task Force in three bulletins: Background Documents, Volumes 1, 2, and 3.

Special Report to the Board of Education on School Integration

Phyllis Greer, Director of the EEO Project, was a member of a committee of 18 members who prepared an 88-page booklet, School Integration, for the Dayton Board of Education Study Conference on School Integration held in December, 1970.

In the first section of the booklet, a review of board commitments and resolutions related to the subject of school integration was given, including:

1) Resolution: Quality Integrated Education, August 1967.
2) Resolution: Freedom of Enrollment, May 29, 1969.
3) Proposal for a Grant Program on Problems of School Desegregation (later termed the Equal Education Opportunity Project), June 9, 1969.
4) Statement of Intent for Staff Desegregation, August 1969. Amended in December 1969, at request of Office of Civil Rights, to include date of September 1971, for goal achievement.
5) Agreement with Model Cities Planning Council.
6) Resolution to National School Boards Association urging federal incentives to overcome problems of inequality and the disproportionate distribution of human and fiscal resources, November 12, 1970.

The situation of the Dayton schools being under compliance review with the Office of Civil Rights (HEW) had stated, along with recommendations of the superintendent and his executive committee.

One section gave a synopsis of desegregation of the teaching staff, followed by a summary of the activities of the Task Force on Staff Desegregation, which was initially composed of 10 administrators and 10 teachers.

Another part presented in detail was plans from a number of cities for pupil desegregation: Charlotte-Mecklenburg, N.C.; Seattle, Wash.; White Plains, N.Y.; Berkeley, Calif.; San Francisco, Calif.; and Harrisburg, Penn. This was followed by a description of the efforts currently being made in Dayton toward integration of both pupils and staff. The booklet ended with a long section entitled "Parameters and the Future", written by Charles Glatt of Ohio State University, who has served as a consultant to the Dayton Schools.

Black and White Encounter Sessions

"Black and White Encounter" sessions, as developed and conducted by Charles King of Wittenberg University, are designed to explore the ideas of racism and interpersonal relationships.

On July 1-2, 1970, Mr. King offered a sample Encounter to members of the central office staff of the Dayton Public Schools. The superintendent and 14 others who were involved in this session gave whole-hearted approval and support for the Encounter, indicating that this experience had provided new insights and new senses of direction in achieving the task ahead--that of desegregating both faculties and administrative staff, of providing insight into the problem of racism, of structuring a social circumstance which would allow people of different racial and ethnic backgrounds to work together for the common cause of educating children.

Because this Encounter was so effectively received by all participants, it was decided to make an effort to provide this opportunity for all members of the central office staff, for principals, and for assistant principals. The first two included both teachers and administrators, approximately 20 each for a two-day overnight weekend at Bergamo Center. The following schedule shows plans for more than 300 staff members, mostly administrative personnel to be involved in subsequent sessions.

Date	Time	No. of Persons	Positions	Place
July 1-2	2-day	15	Central office staff	Bergamo Center
Feb. 5-6	Weekend	20	Teachers and	" "
Feb. 12-13	"	20	Administrators	" "
Feb. 17	Wednesday	25	Administrators	United Theological
Feb. 20	Saturday	25	"	Seminary
Feb. 24	Wednesday	25	"	"
Feb. 27	Saturday	25	"	"
March 3	Wednesday	25	"	"
March 6	Saturday	25	"	"
March 10	Wednesday	25	"	"
March 13	Saturday	25	"	"
March 17	Wednesday	25	"	"
March 24	Wednesday	25	"	"
March 31	Saturday	25	"	"

PUBLICATIONS

Bulletins and Other Materials Produced in Connection with the EEO Project

Department of Planning and Development: Project Proposal, Dayton City School District Desegregation Project. Dayton, Ohio 45402: Dayton City Schools. 1969.

Division of Research: Dynamics of Educational Opportunity, A Report of the EEO Survey. Dayton, Ohio: Dayton City Schools. June 1970.

Equal Educational Opportunity Project: Background Documents for Task Force on Staff Desegregation, Volumes 1-3. Dayton, Ohio: Dayton City Schools. 1970.

Equal Educational Opportunity Project: Quality Integrated Education, Report of Task Force. Dayton, Ohio: Dayton City Schools. July 1969.

Strahler, Violet (editor): School Integration, A Report to the Board of Education Study Conference on School Integration. Dayton, Ohio: Dayton City Schools. December 1970.

SELECTED BIBLIOGRAPHY

References Most Frequently Used in the Project

Coleman, James S. (and others): Equality of Educational Opportunity. Washington, D. C.: U.S. Office of Health, Education, and Welfare: Office of Education, 1966.

Commission on Education, Human Rights, and Responsibilities, PHI DELTA KAPPA, Inc. 8th and Union, Bloomington, Indiana 47401:
Planning and Preparing for Successful School Desegregation. 1965.
Effective Teaching in the Desegregated School. 1966.
Inner-City Schools and the Beginning Teacher: A Dialogue. 1966.
Utilizing Community Resources for School Desegregation. Winter 1967-68.
Practices and Patterns of Faculty Desegregation. 1967.
Effective Administration of Desegregated Schools. 1969.

Crain, Robert L. The Politics of School Desegregation, Comparative Case Studies of Community Structure and Policy-Making. Garden City, New York: ANCHOR BOOKS, Doubleday & Company, Inc. 1969.

Division of Research, Office of Research and Evaluation, New York State Education Department: Racial and Social Class Isolation in the Schools. Albany, New York 12224: The University of the State of New York. December 1969.

Hall, John S. (compiler): Implementing School Desegregation, A Bibliography. Eugene, Oregon 97403: ERIC Clearinghouse on Educational Administration, University of Oregon. March 1970.

Office of Equal Educational Opportunity: Mini Journal. Columbus, Ohio 43215: Ohio Department of Education. Originated in 1969.

U.S. Commission on Civil Rights: Racial Isolation in the Public Schools, A Report of the U.S. Commission on Civil Rights. Washington, D.C. 1967.

U.S. Office of Education: Planning Educational Change. Washington, D.C.: Department of Health, Education, and Welfare.
Vol. 1 Technical Aspects of School Desegregation. 1969.
Vol. 2 Human Resources in School Desegregation. 1969.
Vol. 3 Integregating the Desegregated School. 1970
Vol. 4 How Five School Systems Desegregated. 1969.

Weinberg, Meyer (editor): Integrated Education: RACE AND SCHOOLS, a bi-monthly journal. Chicago, Illinois 60604: Integrated Education Associates, 343 South Dearborn Street.

Film

Black and White: Up-Tight, An Avanti Films Production. (Ordered from Bailey Films, 2211 Michigan Avenue, Santa Monica, California 90404.)

EQUAL EDUCATIONAL OPPORTUNITIES
P.L. 88-352 - Title IV - Sec. 405

FINAL EXPENDITURES REPORT

Period: 6-30-69 through 12-31-70

		Budget	Actual
1.	Direct Cost Items:		
a.	Compensation, personal services	$50,250.45	$50,150.49
b.	Substitute teachers salaries		
c.	Employee benefits	6,458.05	6,040.73
d.	Supplies & materials	326.50	319.54
e.	Travel		
f.	Communications		
g.	Printing		
h.	Miscellaneous		
i.	Stipends	12,965.00	12,965.00
j.	Transportation		
k.	Tuition		
l.	Fees to Universities		
m.	Equipment		
n.	Space		
o.	Services		
p.	Other		
q.	TOTAL DIRECT COSTS	$70,000.00	$69,475.76
2.	Indirect Costs		
3.	Total Costs	$70,000.00	$69,475.76

Funds Received	$70,000.00
Total Expenditures	69,475.76
BALANCE	$ 524.24

Grant No: OEG-0-9-005015-4638 (036)

Project No: E-5015

Recipient: Dayton City School District
Address: 348 West First Street
Dayton, Ohio 45402

Clerk-Treasurer

Phyllis B. Greer
Project Director

March 4, 1971
Date

ED050186

BACKGROUND DOCUMENTS FOR
TASK FORCE ON STAFF DESEGREGATION

John Maxwell ....Chairman
Kurt Olt ....Co-Chairman

Mrs. Gertrude Alexander, Fairport School
David Ashby, Service Unit Facilitator
Mike Billette, Roosevelt High School
David Carter, Supervisor of Instruction and Service Unit Facilitator
Robert Dobbins, Principal, Kemp School
Dr. Spencer Durante, Executive Director of Secondary Education
Don Garretson, Principal, Belle Haven School
Mrs. Phyllis Greer, Project Director, Equal Educational Opportunity
Shirley Howard, Weaver School

George Jackson, Service Unit Facilitator
Mrs. Dorothy Kavanagh, Executive Director of Elementary Education
Duane Koppleman, Meadowdale High School
David Kreitzer, Reading Facilitator
Irving Moses, Principal, MacFarlane School
Mrs. Rachel Revere, Grace A. Greene School
Vernon Risner, Meadowdale High School
Paul Stamas, Belmont High School
Ronald Sumlin, Fairview Elementary School

Consultants
Dr. Thomas D. Graham, Assistant Superintendent, Personnel
Dr. Joseph F. Rogus, Assistant Superintendent, Instruction

October 1970

UD 010989

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1. Purpose of the Task Force
2. HEW Compliance Review Letter of March 17, 1969.
3. Department of Housing and Urban Development Letter to Mayor Hall, June 11, 1969.
4. Superintendent's Reply of August 22, 1969.
5. Board of Education Statement to Office of Civil Rights Adopted August 21, 1969.
6. Lloyd R. Henderson's Letter of October 3, 1969.
7. Superintendent's Reply of October 8, 1969.
8. Lloyd R. Henderson's Letter of November 14, 1969.
9. Superintendent's Reply of December 19, 1969.
10. Board of Education Statement to Office of Civil Rights Amended December 19, 1969.
11. Statistical Report on Racial Composition of Professional Staff, December 1969.
12. "Problems of Cross-Over Teachers" by Clifton M. Claye reproduced from Integrated Education: Race and Schools, September-October 1970.

PURPOSES OF TASK FORCE

The Task Force on Staff Desegregation is organized cooperatively by the Dayton Classroom Teachers Association and administration of the Dayton Public Schools to advise on procedures to achieve desegregation of faculties and administrative staff in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives of the Department of Health, Education, and Welfare.

The objectives of the Task Force are:

1. To promote voluntary transfer of teachers and administrators through:

    a. Individual counseling
    b. Exchanges
    c. Development of incentives

2. To establish parameters for bringing each school to compliance.

3. To advise on procedures for:

    a. Assignment of new teachers
    b. Transfers with seniority as a factor

4. To consider future means of assuring equally qualified staffs in each building, such as a rotation plan.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

MAR. 17 1969

Dear Dr. Carle:

Representatives of the Office for Civil Rights conducted a Title VI Compliance Review of the Dayton Public Schools during the period November 12-22, 1968. We have completed our analysis of the information gathered during the review and have made the determination that your district is not complying with Title VI of the Civil Rights Act of 1964.

An analysis of the data obtained during the review establishes that your district pursues a policy of racially motivated assignment of teachers and other professional staff. Thus, all Negro principals are assigned to predominantly Negro schools, as are 11 of the 14 Negro assistant principals; 156 out of 181 Negro high school teachers are assigned to schools where Negroes constitute 92 percent of the total enrollment. Over 85 percent of the Negro elementary teachers instruct in schools having a preponderance of Negro pupils, and only 14 percent of teachers of the white race are in schools where Negroes are in the majority. The assignment of counsellors and coaches follows a similar pattern.

The existence in your district of a substantial duality in terms of race or color with respect to distribution of pupils in the various schools, is a matter of concern to us. The fact appears to be that of a total of 5,627 Negro high school pupils, approximately 85 percent are concentrated in 3 high schools in which the percentage of Negro attendance ranges from 92.3 percent to 100 percent. Similarly, 15,479 (approximately 85 percent) Negro elementary pupils attend 20 out of the 53 elementary schools in your district. It is noteworthy that in 17 of these 20 schools, Negroes constitute 90-100 percent of the total enrollment.

Our review also indicates that students at Roosevelt High School are not afforded the same educational opportunity as other students in your system.

As you know, Title VI and the Regulations thereunder forbid discrimination on the grounds of race, color, or national origin in federally supported programs. Your district has agreed to comply with applicable standards by the execution of the Assurance of Compliance (HEW Form 441). You are, accordingly, under an affirmative legal duty to take prompt and effective action to eliminate discriminatory practices in the operation of your school system.

We would appreciate hearing from you within 30 days with regard to steps which you believe are feasible and will be effective in achieving compliance with the Act.

Our staff is ready to extend any assistance to your school system which would aid in your efforts to comply with the requirements of Title VI. In addition, under Title IV of the Civil Rights Act of 1964, the Division of Equal Educational Opportunities at the U. S. Office of Education offers technical assistance to local school officials in the preparation and implementation of desegregation plans, and in coping with special educational problems occasioned by desegregation. If you wish to have Title IV assistance or if the Office for Civil Rights staff can be of any assistance, please call upon us.

Sincerely yours,

Lloyd R. Henderson
Acting Director
Office for Civil Rights

Dr. Wayne M. Carle
Superintendent of Schools
Dayton Public Schools
348 West First Street
Dayton, Ohio 45402

cc: Chief State School Officer
Regional Civil Rights Director

COPY

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
Washington, D. C. 20410

June 11, 1969

Honorable David Hall
Mayor of Dayton
Dayton, Ohio 45401

Dear Mayor Hall:

We are pleased to inform you that the Dayton comprehensive city demonstration program has been approved and that a grant agreement in the amount of $2,949,000 has been authorized for carrying out the first year action program. The attached instruction sheet lists the documents enclosed and sets forth the procedure for formal contract execution. The Department of Housing and Urban Development will execute the grant agreement after the City has executed it and returned it to our Chicago Regional Office in accordance with that procedure.

The Regional Office is sending several important comments on the carrying out of the program. A copy of the comprehensive city demonstration program is also being sent under separate cover. HUD approval of your program reflects (a) that HUD has approved the statement of goals and strategy, the five year forecast and the first year undertakings identified in the grant budget (Exhibit A to the grant agreement); and (b) that the remainder of your submission has met HUD requirements for the development of a comprehensive planning process.

Costs incurred for the approved undertakings as listed in the grant budget from and after the date of this letter and any costs which are covered by a previously issued letter to proceed will be eligible for reimbursement if the terms and conditions of the agreement are met and the attached instructions are followed.

The approval of your program in no way diminishes the obligation of the Dayton Public Schools to correct the violations of

Title VI of the Civil Rights Act of 1964 described in the letter, dated March 17, 1969, from Lloyd R. Henderson, Acting Director, Office for Civil Rights, Department of Health, Education and Welfare to Dr. Wayne M. Carle, Superintendent of Schools, Dayton Public Schools. Failure to correct these violations promptly could result in the termination of all Federal financial assistance from HEW to the Dayton Public Schools, whether such assistance is related to this Model Cities application or not, and could jeopardize second year funding for the entire Dayton Model Cities application. HEW anticipates that the staff of the Division of Equal Educational Opportunities in the U. S. Office of Education will assist Dayton Public School officials to develop and carry out a plan for correcting the noncompliance which is adequate to meet the requirements of Title VI. Dayton officials should be aware that this plan, and the education component of the Model Cities application may not be used to establish or maintain separate Negro schools or separate Negro staffs that are violative of Title VI.

We have every hope that your Model Cities program will now move ahead expeditiously and we pledge the full support of the Federal Government in assisting you to attain the ultimate objective of the legislation -- "improving the quality of urban life."

Sincerely yours,

Floyd H. Hyde
Assistant Secretary

Attachments

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
DAYTON 2, OHIO

348 WEST FIRST ST.
TELEPHONE 461-3850

WAYNE M. CARLE
Superintendent of Schools

August 22, 1969

Mr. Fred Chioffi
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Chioffi:

The attached resolution was adopted unanimously by the Board of Education in its meeting of August 21.

As you will note, racial data by building will be compiled as soon after the beginning of school as possible, to be forwarded to you by September 12.

Sincerely,

Superintendent of Schools

WMC:mlw
Enclosure

COPY

Statement to Office of Civil Rights
Department of Health, Education and Welfare

Board Objective I of the Dayton City School District Equal Educational Opportunity Project under the Provisions of Title IV, Section 405, of Public Law 88-352 of the Civil Rights Act of 1964 is stated as follows:

> To desegregate faculties and administrative staffs in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives.

This statement is to report the plan by which this objective is to be attained.

1. It is the intention of this Board that each school staff throughout the District will have a racial composition that reflects the total staff of the district as a whole. This goal will be approached in 1969 and 1970 through the process of voluntary transfer and new teacher assignments.
2. The Board will submit the following statistical data to the Title VI Office of Civil Rights by September 12, 1969: The number and percentage of minority and non-minority professional staff members by building and the total figures for the district as a whole.
3. The data presented in Step 2 will be up-dated and submitted to the Title VI Office by September 11, 1970, with the intent of showing that the Dayton City School District will have successfully achieved its goal through voluntary transfer of its staff.
4. If, however, the cooperative efforts of the Dayton Board of Education and the total staff were not enough to achieve the goal stated in Step I, other methods will be developed to achieve that goal.

Adopted this 21 day of August 1969.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

OCT 3 1969

Dear Dr. Carle:

We are in receipt of your letter dated August 22, 1969, to which you attached the Board of Education resolution of August 21, concerning faculty desegregation. In addition, we are also in receipt of Dayton's Professional Staff Minority Report 1969-70, sent to us by Mrs. Greer.

Since the faculty desegregation resolution can only be judged against your current performance, it would be best to first analyze the Professional Staff Minority Report. A comparison of the current figures with those of past years reveals that you have had some dramatic results in assigning teachers of a minority race to predominantly white schools. You and your staff are to be commended for your efforts. However, the current statistics also reveal that your efforts to assign white teachers to predominately Negro schools has resulted in only minimal changes in the percentage of white teachers at those schools. The results were not totally unexpected this first year.

In order to provide your Board of Education with an opportunity to come into compliance with regard to the teacher assignment problem, this Office has recognized the difficulty of achieving the goal set forth in Item one (1) of the Board's resolution before September 1970. Therefore, representatives of this Office informed you that steps equivalent to items 2 and 3 of the resolution would provide a reasonable time to achieve the goal by voluntary transfers. However, item four (4) of the resolution only provides for the vague development of other methods to achieve Step 1, if you are not successful by September 1970.

We believe that if the goal is not achieved by September 1970, the Board is legally obliged to meet the goal set in item one of the resolution by the opening of school in September 1971 through other means. In order to furnish adequate assurance that the goal will be met, the Board should specify that faculty desegregation will be completed by September 1971 through reassignment if necessary.

If such expectation can not be met by the Dayton Board of Education, please inform me as soon as possible.

Sincerely yours,

Lloyd R. Henderson
Education Branch Chief
Office for Civil Rights

Dr. Wayne M. Carle
Superintendent of Schools
Dayton Public Schools
348 West First Street
Dayton, Ohio 45402

cc: Regional Civil Rights Director
Chief State School Officer

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

WAYNE M. CARLE
Superintendent of Schools

October 8, 1969

Mr. Lloyd R. Henderson
Education Branch Chief
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Henderson:

This is to acknowledge your letter concerning the resolution of the Board of Education and the preliminary report on professional staff desegregation to date.

Because the figures that you have were assembled shortly after the opening of school, I should like to follow them up with a more official report when the annual count is taken for the second week of this month. I note, for example, that one school is listed as still having a 100% black faculty. This was an error. The movement in all schools has been substantial and in very few has the disproportion become greater despite very severe pressures.

You may be aware that we have been in a crisis situation threatening the integration of a number of schools. For this reason, I hope you will bear with us on the request you are making for a further statement from the Board of Education.

The Board's resolution reflects the following commitment made in the current contract with the Dayton Classroom Teachers Association.

"The D.C.T.A. and the Board will mutually endeavor to obtain a quality, integrated education for each child. Balancing of the teaching staff as to age, experience, training, race and sex is recognized as desirable in assuring equal educational opportunity. Voluntary transfer of staff is the method agreed upon for the 1969-70 school year to achieve a major realignment of staff. If this method should prove unsatisfactory, then other methods to insure a quality integrated education will be developed mutually by the D.C.T.A. and the Administration."

The extent to which we have successfully involved the teachers' organization in committing itself to balancing of staffs is unusual on the urban scene. For the Board to act unilaterally at this time, with respect to 1971, would almost certainly be interpreted as unwillingness to have the teachers' organization share in the decisions that may be necessary in voluntary efforts that are not fully successful.

I hope you will review this with Mr. Chioffi, who, I believe is closely acquainted with the procedures that have been used to get this far. If both of you concur, I should appreciate delaying further Board action until we have completed the next stage of voluntary transfer.

In any case, I would welcome any suggestions or help you can offer.

Sincerely,

Wayne Carle
Superintendent of Schools

WMC/jm

Statement to Office for Civil Rights
Department of Health, Education and Welfare

Broad Objective I of the Dayton City School District Equal Educational Opportunities Project under the Provisions of Title IV, Section 405 of Public Law 88-352 of the Civil Rights Act of 1964 is stated as follows:

> To desegregate faculties and administrative staffs in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives.

This statement is to report the plan by which this objective is to be attained.

1. It is the intention of this Board that each school staff throughout the District will have a racial composition that reflects the total staff of the district as a whole. This goal will be approached in 1969 and 1970 through the process of voluntary transfer and new teacher assignments.

2. The Board will submit the following statistical data to the Title VI Office for Civil Rights by September 12, 1969: The number and percentage of minority and non-minority professional staff members by building and the total figures for the district as a whole.

3. The data presented in Step 2 will be up-dated and submitted to the Title VI Office by September 11, 1970, with the intent of showing that the Dayton City School District will have successfully achieved its goal through voluntary transfer of its staff.

4. If, however, the cooperative efforts of the Dayton Board of Education and the total staff were not enough to achieve the goal stated in Step 1, other methods will be developed to achieve that goal by September, 1971.

Adopted August 22, 1969.
Amended December 19, 1969.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

NOV 14 1969

Dr. Wayne M. Carle
Superintendent
Dayton Public Schools
348 West First Street
Dayton, Ohio 45402

Dear Dr. Carle:

This is to acknowledge receipt of your letter dated October 8, 1969.

Our request under date of October 3, 1969, was prompted by the implication in your August 22 communication that the final solution to the problem of faculty segregation may be postponed to a date beyond September 1971. We are understandably concerned that the methods eventually developed should be fully implemented not later than by the opening of school in September 1971.

Your contractual understanding with the classroom Teachers Association reflects imaginative administration. While we are seeking an explicit commitment concerning a terminal date for desegregation of faculty, we are not necessarily inviting action that is in any sense incompatable with the cooperative understanding between the Board and the Teachers Association. All that is involved is a clarification of the Board's August 22 plan as well as of the contractual commitment to the Association.

It will be appreciated if you will inform us concerning steps taken to improve conditions at the Roosevelt High School in accordance with our letters of March 17 and 28, 1969. We are also looking forward to receipt of a copy of your official faculty report as of the 2nd week of October.

In view of the crisis situation in your school district, we await your reply and requested information within 45 days.

Thanking you for your cooperation.

Sincerely yours,

Lloyd R. Henderson
Education Branch Chief
Office for Civil Rights

cc: Regional Civil Rights Director
Chief State School Officer

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

WAYNE M. CARLE
Superintendent of Schools

December 19, 1969

Mr. Lloyd R. Henderson
Education Branch Chief
Office for Civil Rights
Department of Health, Education, and Welfare
Washington, D. C. 20201

Dear Mr. Henderson:

Following up our exchange of correspondence in October and November I am pleased to submit the attached information for your consideration.

Compliance Requirements

In accordance with your request that the date of September, 1971 be specified for bringing the assignment of staff to compliance, the amended resolution of the Board of Education is attached (pink page).

It is our understanding, in accordance with your letter of November 14, that the specification of this date in no way detracts from the intention and commitment to work cooperatively with the professional staff and the Dayton Classroom Teachers Association toward voluntary transfers to achieve the specified goals.

Statistical Information

October figures on the racial composition of the professional staff are reported on the yellow pages. I should like to call your attention to the following developments since the time of the compliance review in 1968:

1. Every teaching staff in the district is integrated to some extent.

2. In all 11 high schools and in 53 of the 58 elementary faculties a more favorable racial balance has been achieved.

3. The movement toward the city-wide racial composition has been significant in many schools. It averages a favorable change of 7.8 percentage points city-wide.

4. Of the 6 chief executive officers, 33% are Negro; of 100 directors and supervisors, 29% are Negro; of all central office administrators, 25% are Negro. Of all principals and assistant principals, 30%

are Negro; and of all administrative staff, 28% are Negro, compared to 22% last year.

5. Eight of 11 high schools have integrated administrative staffs and 10 of the 25 elementary schools that have more than one administrator have integrated administrations (7 were integrated last year). This does not include administrative interns, all of whom are integrated into additional schools.

6. Three Negro principals are assigned to predominantly white schools (none last year), and 10 white principals are assigned to predominantly black schools (same number last year).

Of the new teachers employed for the 1969-1970 school year, 28% were Negro, bringing the city-wide percentage of Negro staff members to 29.4%.

Roosevelt High School Progress

The white pages contain a report of progress at Roosevelt High School between the time of the compliance review in 1968 and November 1969. Permit me to outline the major developments as follows:

Administration

New principal--Thomas Webb
New assistant principal--Mrs. Grayce Toles
New administrative interns
Job descriptions developed for each administrator

Teaching Staff

- Forty new staff members 1969-70
  - Transferees did so of own volition
  - Includes 25 white; 15 black
  - Total teaching staff plus administration approaching racial balance--59 black, 46 white
- Departmental coordinators appointed
- Team for Change accomplishments
  - All students on one floor eat at a given lunch period
  - Campus clean up
  - Job description for each administrator
  - Released time for coordinators
  - Help formulate policies
  - Work in cooperation with Project Emerge
  - To set up student senate
  - Prepare handbooks for students and teachers

- Guidance and Counseling
  - Six full-time counselors
  - One selected as coordinator
  - Better student-counselor ratio--300 to 1
  - Relief from such duties as attendance, cutter slips, early dis-
- 14 Paraprofessionals for building security and hall duty
- Health Clinic services expanded
- Project Emerge staff of 22 added
- Occupational Work Experience
  - Program more than doubled, from 41 to 104 working boys and girls in 1969-70
- Occupational Work Adjustment
  - New program for 25 9th grade students
- Model Cities Program
  - 2 Community School interns
  - Renowned Black American Project
  - In-Service Education Project Consultant Services

Building Improvements

- New office complex including:
  - Nine offices for counseling, psychologist, and other pupil services
  - Two conference rooms
  - Materials storage rooms
  - Principal's office
  - General admissions' office
- Developmental Reading Laboratory for 30 pupils per period
- Project Emerge complex which includes:
  - A communications center equippped with 8 carrels
  - Five individual offices
  - Reception area
  - Conference area
  - Classroom
- Earth Science Laboratory and equipment (nearing completion)
- Business Office Education Clerical I and II
  - Room remodeling
  - All new equipment
- Dirver Education Simulator Laboratory
- Driver Education Lecture Room
- Business Education Lecture Rooms
- School Clinic, including:
  - Waiting room
  - Clinic area
  - Toilet
  - Office
  - Two cot rooms
- Other Major Improvements:

Complete revision of boiler plant	$102,000
Accoustical ceilings	42,871
Interior painting	55,476
Heating repair	10,846
Aluminum window casements	130,274
Exterior repointing	19,212

Additional Services

Administrative interns
Project Emerge staff
Psychologist - 1 day per week
Two speech therapists - each 1/2 day per week
Hearing therapist - 2 full days per week
Clinic secretary
Paraprofessionals
Department coordinators
Additional staff--O.W.E.
Additional staff--O.W.A.

Curriculum

New courses; job potential areas
    B.O.E.--Clerical I and II
    O.W.E.--double in size
    O.W.A.--serves 9th grade
    Chemistry II
    Electronics II
    Business Law

Negative Attitudes Project-- $70,600

Program report, September 1969
Program Report, October 1969

Project Emerge--$500,000

Progress Report, August 1969
Progress Report, September 1969
Battelle Project Report

Partnership with Inland Manufacturing Company

Job experience slots
Factory visitations
Career counseling
Resource lecturers

Partnership with Union Oil Company

Proposed school-operated service station

I am attaching two recent clippings which may be of interest to you. One portrays the experiences of two teachers who elected to teach in racially different situations. The other describes the forthcoming partnership between Roosevelt High School and Union Oil Company to expand job experience opportunities.

Sincerely,

Wayne Carle

Superintendent of Schools

WMC:mlw

STATISTICAL REPORT
ON RACIAL COMPOSITION OF
PROFESSIONAL STAFF

Contents

Teaching Staff By Schools
Deviation of Schools From Citywide Average
Principals and Assistant Principals
Central Administration
New Teachers Employed for 1969-1970

Prepared for Office for Civil Rights
Department of Health, Education and Welfare

Dayton Public Schools
December 1969

NUMBER OF TEACHERS BY RACE AND % OF NEGRO TEACHERS

	1968-69			1969-70		
Elementary Schools	White	Negro	% Negro	White	Negro	% Negro
Jane Addams	20	6	23.1%	20	7	25.9%
Allen	24	1	4.0	24	3	11.1
Belle Haven	43	2	4.4	44	6	12.0
Belmont Elem.	26	1	3.7	25	2	7.4
Brown	44	1	2.2	42	2	4.5
Carlson	4	21	84.0	7	20	74.1
Cleveland	44	1	2.2	44	3	6.4
Cornell Heights	31	3	8.8	31	8	20.5
Drexel	24	2	7.7	23	8	25.8
Eastmont	36	1	2.7	29	4	12.1
Edison	2	16	88.9	10	15	60.0
Emerson	39	4	9.3	36	6	14.3
Fairport	32	2	5.9	29	4	12.1
Fairview Elem.	32	2	5.9	29	3	9.4
Fort McKinley	17	1	5.6	18	3	14.3
Franklin	36	1	2.7	35	2	5.4
Gardendale	8	3	27.3	12	2	14.3
Gettysburg	25	1	3.9	21	4	16.0
U.S. Grant	30	2	6.3	28	2	6.7
Grace A. Greene	5	21	80.8	14	17	54.8
Hawthorne	12	0	0.0	12	1	7.7
Hickorydale	22	0	0.0	22	3	12.0
Highview	15	21	58.3	17	17	50.0
Huffman	38	3	7.3	41	3	6.8
Irving	9	26	74.3	9	26	74.3
Jackson Elem.	6	33	84.6	9	32	78.0
Jackson Primary	4	19	82.6	10	12	54.5
Jefferson Elem.	36	8	18.2	22	14	38.9
Jefferson Primary	14	9	39.1	17	11	39.3
Kemp	28	0	0.0	25	2	7.4
Lewton	22	0	0.0	22	2	8.3
Lincoln	42	1	2.3	38	4	9.5
Longfellow	33	7	17.5	36	9	20.0
Loos	28	1	3.5	26	4	13.3
MacFarlane	1	48	98.0	7	41	85.4
Horace Mann	14	0	0.0	12	2	14.3
McGuffey	35	1	2.8	31	6	16.2
McNary	3	19	86.4	8	15	65.2
Meadowdale Elem.	30	1	3.2	25	4	13.8
Miami Chapel	4	29	87.9	9	28	75.7
Patterson Elem.	25	1	3.9	24	1	4.0
Residence Park Elem.	11	23	67.7	18	17	48.6
Residence Park Primary	5	11	68.8	5	10	66.7
Ruskin	38	1	2.6	36	2	5.3
Shiloh	19	0	0.0	26	1	3.7
Shoup Mill	14	1	6.7	12	2	14.3
Louise Troy	0	20	100.0	4	25	86.2
Valerie	18	1	5.3	18	5	21.7
Van Cleve	33	1	2.9	27	5	15.6
Washington	23	4	14.8	21	6	22.2
Weaver	5	43	89.6	11	38	77.6
Webster	28	0	0.0	26	3	10.3
Westwood	22	42	65.6	26	34	56.7
Whittier	12	21	63.6	14	17	54.8
Wogaman	1	40	97.6	9	33	78.6
Orville Wright	29	1	3.3	28	4	12.5
Gorman	14	0	0.0	14	2	12.5
Kennedy	17	6	26.1	15	5	25.0

Full-time instructional staff (Elem.)	Full-time instructional staff (Elem.)
1,232 White	1,253 White
534 Negro (30.2%)	567 Negro (31.2%)

NUMBER OF TEACHERS BY RACE AND % OF NEGRO TEACHERS

High Schools	1968-69			1969-70		
	White	Negro	% Negro	White	Negro	% Negro
Belmont	82	5	5.8	73	8	9.9
Dunbar	8	62	88.6	12	53	81.5
Fairview	72	5	6.5	61	6	9.0
Kiser	44	2	4.4	40	3	7.0
Meadowdale	75	4	5.1	70	5	6.7
Patterson Co-op	82	3	3.5	89	6	6.3
Roosevelt	36	68	65.4	44	64	59.3
Roth	19	50	72.5	25	38	60.3
Stivers	50	3	5.7	54	4	6.9
Col. White	80	5	5.9	70	11	13.6
Wilbur Wright	67	5	7.0	59	5	7.8

Full-time instructional staff (H.S.)
615 White
212 Negro (25.6%)

Full-time instructional staff (H.S.)
597 White
203 Negro (25.4%)

* * * * * * *

Full-time instructional staff (Elem. & H.S.)
1847 White
746 Negro (28.8%)

Full-time instructional staff (Elem. & H.S.)
1850 White
770 Negro (29.4%)

Division of Research
Source: SF-1

THE DEVIATION OF THE PERCENTAGE OF NEGRO TEACHERS FROM THE CITYWIDE PERCENTAGE BY ELEMENTARY SCHOOL AND THE DEVIATION CHANGE FROM 1968-69 TO 1969-70

	1968-69	1969-70	1968-69 to 1969-70 Growth Toward Citywide %
School	Deviation of %[1]	Deviation of %[2]	of Negro Teachers[3]
Jane Addams	- 7.1	- 5.3	1.8
Allen	-26.2	-20.1	6.1
Belle Haven	-25.8	-19.2	6.6
Belmont Elem.	-26.5	-23.8	2.7
Brown	-28.0	-26.7	1.3
Carlson	+53.8	+42.9	10.9
Cleveland	-28.0	-24.8	3.2
Cornell Heights	-21.4	-10.7	10.7
Drexel	-22.5	- 5.4	17.1
Eastmont	-27.5	-19.1	8.4
Edison	+58.7	+28.8	29.9
Emerson	-20.9	-16.9	4.0
Fairport	-24.3	-19.1	5.2
Fairview Elem.	-24.3	-21.8	2.5
Fort McKinley	-24.6	-16.9	7.7
Franklin	-27.5	-25.8	1.7
Gardendale	- 2.9	-16.9	-14.0
Gettysburg	-26.3	-15.2	11.1
U.S. Grant	-23.9	-24.5	- 0.6
Grace A. Greene	+50.6	+23.6	27.0
Hawthorne	-30.2	-23.5	6.7
Hickorydale	-30.2	-19.2	11.0
Highview	+28.1	+18.8	9.3
Huffman	-22.9	-24.4	- 1.5
Irving	+44.1	+43.1	1.0
Jackson Elem.	+54.4	+46.8	7.6
Jackson Primary	+52.4	+23.3	29.1
Jefferson Elem.	-12.0	+ 7.7	4.3
Jefferson Primary	+ 8.9	+ 8.1	0.8
Kemp	-30.2	-23.8	6.4
Lewton	-30.2	-22.9	7.3
Lincoln	-27.9	-21.7	6.2
Longfellow	-12.7	-11.2	1.5
Loos	-26.7	-17.9	8.8
MacFarlane	+67.8	+54.2	13.6
Horace Mann	-30.2	-16.9	13.3
McGuffey	-27.4	-15.0	12.4
McNary	+56.2	+34.0	22.2
Meadowdale Elem.	-27.0	-17.4	9.6
Miami Chapel	+57.7	+44.5	13.2
Patterson Elem.	-26.3	-27.2	- 0.9
Residence Park Elem.	+37.5	+17.4	20.1
Residence Park Primary	+38.6	+35.5	3.1
Ruskin	-27.6	-25.9	1.7
Shiloh	-30.2	-27.5	2.7
Shoup Mill	-23.5	-16.9	6.6
Louise Troy	+69.8	+55.0	14.8

	1968-69 Deviation of %[1]	1969-70 Deviation of %[2]	1968-69 to 1969-70 Growth Toward Citywide % of Negro Teachers[3]
Valerie	-24.9	- 9.5	15.4
Van Cleve	-27.3	-15.6	11.7
Washington	-15.4	- 9.0	6.4
Weaver	+59.4	+46.4	13.0
Webster	-30.2	-20.9	9.3
Westwood	+35.4	+25.5	9.9
Whittier	+33.4	+23.6	9.8
Wogaman	+67.4	+47.4	20.0
Orville Wright	-26.9	-18.7	8.2
Gorman	-30.2	-18.7	11.5
Kennedy	- 4.1	- 6.2	- 2.1

[1] These deviations were obtained by subtracting the citywide percentage of Negro teachers for elementary schools (30.2%) from the percentage of Negro teachers in each elementary school.

[2] These deviations were obtained by subtracting the citywide percentage of Negro teachers for elementary schools (31.2%) from the percentage of Negro teachers in each elementary school.

[3] A positive deviation change shows growth toward the citywide % of Negro teachers and a negative deviation change shows growth away from the citywide % of Negro teachers.

* * * * * * *

Summary Analysis

Average Growth Toward Citywide % of Negro Teachers

All Elementary Schools	8.4
Elementary Schools with 50% or more Negro Enrollment	12.4
Elementary Schools with less than 50% Negro Enrollment	5.9

Division of Research
11-69

THE DEVIATION OF THE PERCENTAGE OF NEGRO TEACHERS FROM THE CITYWIDE PERCENTAGE BY HIGH SCHOOL AND THE DEVIATION CHANGE FROM 1968-69 TO 1969-70

School	1968-69 Deviation of %[1]	1969-70 Deviation of %[2]	1968-69 to 1969-70 Growth Toward Citywide % of Negro Teachers[3]
Belmont H.S.	-19.8	-15.5	4.3
Dunbar	+63.0	+56.1	6.9
Fairview H.S.	-19.1	-16.4	2.7
Kiser	-21.2	-18.4	2.8
Meadowdale H.S.	-20.5	-18.7	1.8
Patterson Co-op	-22.1	-19.1	3.0
Roosevelt	+39.8	+33.9	5.9
Roth	+46.9	+34.9	12.0
Stivers	-19.9	-18.5	1.4
Col. White	-19.7	-11.8	7.9
Wilbur Wright	-18.6	-17.6	1.0

[1] These deviations were obtained by subtracting the citywide percentage of Negro teachers for high schools (25.6%) from the percentage of Negro teachers in each high school.

[2] These deviations were obatined by subtracting the citywide percentage of Negro teachers for high schools (25.4%) from the percentage of Negro teachers in each high school.

[3] A positive deviation change shows growth toward the citywide % of Negro teachers and a negative deviation change shows growth away from the citywide % of Negro teachers.

* * * * * * *

Summary Analysis

Averge Growth Toward Citywide % of Negro Teachers

All High Schools	4.5
High Schools with 50% or more Negro Enrollment	8.3
High Schools with less than 50% Negro Enrollment	3.1
All Elementary and High Schools	7.8

Division of Research
11-69

RACIAL COMPOSITION OF PRINCIPALS AND ASSISTANT PRINCIPALS FOR 1968-69 AND 1969-70

	1968-69			
	Principal		Asst. Principal	
Elementary Schools	White	Negro	White	Negro
Jane Addams (1)	1			
Allen	1			
Belle Haven	1		1	
Belmont Elem.	1			
Brown	1		1	
Carlson		1		
Cleveland	1			
Cornell Heights	1		1	
Drexel	1			
Eastmont	1		1	
Edison		1		
Emerson	1		1	
Fairport	1		1	
Fairview Elem.	1		1	
Fort McKinley	1			
Franklin*	1			1
Gardendale	1			
Gettysburg	1			
U.S. Grant	1			
Grace A. Greene (1)	1			
Hawthorne	1			
Hickorydale	1			
Highview*(1)	1			1
Huffman	1		1	
Irving*(1)	1			1
Jackson Elem.*(1)	1			1
Jackson Primary		1		
Jefferson Elem. (1)	1		1	
Jefferson Primary		1		
Kemp	1			
Lewton	1			
Lincoln	1		1	
Longfellow*	1			1
Loos	1			
MacFarlane		1		
Horace Mann	1			
McGuffey	1		1	
McNary		1		

	1969-70			
	Principal		Asst. Principal	
Elementary Schools	White	Negro	White	Negro
Jane Addams (1)	1			
Allen	1			
Belle Haven	1			
Belmont Elem.	1			
Brown	1		1	
Carlson		1		
Cleveland	1		1	
Cornell Heights*(1)	1			1
Drexel	1			
Eastmont	1		1	
Edison		1		
Emerson	1		1	
Fairport	1		1	
Fairview Elem.	1		1	
Fort McKinley	1			
Franklin*(2)		1	1	
Gardendale	1			
Gettysburg	1			
U.S. Grant	1			
Grace A. Greene (1)	1			
Hawthorne	1			
Hickorydale	1			
Highview*(1)	1			1
Huffman	1		1	
Irving*(1)	1			1
Jackson Elem. (1)	1			
Jackson Primary		1		
Jefferson Elem.*		1	1	
Jefferson Primary		1		
Kemp	1			
Lewton (2)		1		
Lincoln	1		1	
Longfellow*(1)	1			1
Loos	1			
MacFarlane*		1	1	
Horace Mann (2)		1		
McGuffey	1		1	
McNary		1		

Page 2

1968-69

Elementary Schools	Principal White	Principal Negro	Asst. Principal White	Asst. Principal Negro
Meadowdale Elem.	1			
Miami Chapel		1		
Patterson Elem.	1			
Residence Park Elem. (1)	1			
Residence Park Prim. (1)	1			
Ruskin	1		1	
Shiloh	1			
Shoup Mill	1			
Louise Troy		1		
Valerie	1			
Van Cleve	1		1	
Washington	1			
Weaver		1		1
Webster	1			
Westwood*(1)	1			1
Whittier*(1)	1			1
Wogaman		1		1
Orville Wright	1		1	
Gorman	1			
Kennedy	1			
	48	10	14	9
High Schools				
Belmont	1		2	
Dunbar*		1	1	1
Fairview	1		2	
Kiser	1		1	
Meadowdale	1		2	
Patterson Co-op	1		1	
Roosevelt*		1	2	1
Roth		1		1
Stivers	1		1	
Col. White*	1		1	1
Wilbur Wright*	1		1	1
	8	3	14	5

* Integrated administrative staff
(1) White principal in black school
(2) Black principal in white school

Division of Research

1969-70

Elementary Schools	Principal White	Principal Negro	Asst. Principal White	Asst. Principal Negro
Meadowdale Elem.	1			
Miami Chapel		1		
Patterson Elem.	1			
Residence Park Elem. (1)	1			
Residence Park Prim. (1)	1			
Ruskin	1		1	
Shiloh	1			
Shoup Mill	1			
Louise Troy		1		
Valerie	1			
Van Cleve	1		1	
Washington	1			
Weaver		1	1	
Webster	1			
Westwood*		1	1	2
Whittier*(1)	1			1
Wogaman*		1	1	
Orville Wright	1		1	
Gorman	1			
Kennedy	1			
	43	15	18	7
High Schools				
Belmont*	1		2	1
Dunbar*		1	1	1
Fairview	1		2	
Kiser	1		1	
Meadowdale*	1		1	1
Patterson Co-op*	1		1	1
Roosevelt*		1	1	2
Roth*		1	1	2
Stivers	1		1	
Col. White*	1		1	1
Wilbur Wright*	1		1	1
	8	3	13	10

BREAKDOWN OF ADMINISTRATIVE STAFF
BY POSITION, RACE, AND SCHOOL YEAR
DAYTON CITY SCHOOL DISTRICT

	1968-69			1969-70		
	White	Negro	(Oriental)	White	Negro	(Oriental)
Superintendent	1			1		
Clerk-Treasurer	1			1		
Administrative Assistant					1	
Assistant Superintendent	3			3	1	
Executive Director				1	1	
Director	4	1		5		
Associate Director	2			4	2	
Supervisor and Assistant Supervisor (Certificated)	21	4		20	5	
Supervisor and Assistant Supervisor (Non-certified)	13	2		13	3	
Coordinator	4	1		7	1	
Program Director and Coordinator	10	7	1	12	11	1
Resource Teacher	5	2		6	5	
Psychologist	11	1		15	1	
Child Accountant	2			2		
Other	1	1		1		
Supervising Principals				2	1	
TOTAL Central Office and Service Building	78	19		93	32	
Percentages	80.6%	19.4%		74.6%	25.4%	
Principal	56	13		51	18	
Assistant Principal	28	14		31	7	
TOTAL Principals and Assistant Principals	84	27		82	35	
Percentages	75.7%	24.3%		70.1%	29.9%	
TOTAL STAFF	162	46		175	67	
Percentages	77.9%	22.1%		72.4	27.6	

September, 1969
Division of Research

RACIAL COMPOSITION OF NEW CERTIFICATED STAFF

EMPLOYED FOR SCHOOL YEAR 1969-1970

	Grades 7-12	Grades K-6	Special	Pupil Personnel and Library	Total
White	138 - 74%	99 - 66%	25 - 74%	16 - 94%	278 - 71%
Black	50 - 26	50 - 33	9 - 26	1 - 6	110 - 28
Oriental	1 - 0	2 - 1	0 - 0	0 - 0	3 - 1
Totals	189 - 100%	151 - 100%	34 - 100%	17 - 100%	391 - 100%

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DAYTON PUBLIC SCHOOLS
TASK FORCE ON STAFF DESEGREGATION
DOCUMENTS, Volume 2

October 1970

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UD010989

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
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WAYNE M. CARLE
Superintendent of Schools

October 5, 1970

TO: PRINCIPALS AND BUILDING REPRESENTATIVES

A Task Force on Staff Desegregation has been organized jointly by the DCTA and the administration.

In its first meeting October 4 the members of the Task Force asked that the attached statement of purposes and objectives be circulated to members of the professional staff for their information.

The Task Force also asked that members of the professional staff be invited to submit suggestions, preferably in writing, for consideration by the Task Force. These may be communicated through building representatives and principals who in turn should send them to one of the co-chairmen of the Task Force.

The co-chairmen are John Maxwell, principal of Meadowdale High School, and Kurtis Olt, teacher at Huffman School.

President, Dayton Classroom
Teachers Association

Wayne Carle
Superintendent of Schools

--Over Please--

PURPOSES OF TASK FORCE

The Task Force on Staff Desegregation is organized cooperatively by the Dayton Classroom Teachers Association and administration of the Dayton Public Schools to advise on procedures to achieve desegregation of faculties and administrative staff in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives of the Department of Health, Education, and Welfare.

The objectives of the Task Force are:

1. To promote voluntary transfer of teachers and administrators through:
    a. Individual counseling
    b. Exchanges
    c. Development of incentives
2. To establish parameters for bringing each school to compliance.
3. To advise on procedures for:
    a. Assignment of new teachers
    b. Transfers with seniority as a factor
4. To consider future means of assuring equally qualified staffs in each building, such as a rotation plan.

MINUTES OF
OCTOBER 4, 1970 MEETING
TASK FORCE ON STAFF DESEGREGATION

Chairman John Maxwell opened the meeting. Members of the committee introduced themselves.

Dr. Carle commented on Background Documents for Task Force on Staff Desegregation. In order to come into compliance, each school staff should reflect the composition of the district staff as a whole. Last school year the overall staff was approximately 30% black and 70% white.

Comments were made by several committee members concerning where we are and where we must be by September, 1971, regarding staff balance.

Members of the committee completed a thirteen point survey to provide stimulation for dialogue for small group discussion. The first nine items were related to voluntary transfer - the last four were related to involuntary transfer. The committee was charged by Dr. Rogus to look at the problem with consideration to be given to the following five points:

1. Time
2. Space
3. Content
4. Process
5. Personnel needs

The point was raised as to what means can we develop to affect the effective voluntary transfer of staff to bring about racial balance.

The overall committee divided itself into three groups to discuss the ramifications of the task force survey. Approximately one hour was spent in group discussions after which the total committee reassembled to report the following:

1. The need for student involvement
2. Incentives for teacher transfer need to be heightened
3. Consideration for previous voluntary transferees
4. Pair school exchanges of staff for short terms
5. Core of staff to be retained in each building
6. Teams of teachers transferring together
7. Teacher taking selected students with him on transfer
8. Central office should fill every available position to improve racial balance
9. Teacher and administrative cycling should be devised on long-range basis
10. Faculty council should be involved in developing criteria for school staff

11. Total staff may fall into the following groups:
    - a. Group that will immediately volunteer to transfer
    - b. Group that is uncertain but can be induced to transfer
    - c. Group that would transfer if given a choice of school in light of knowing that arbitrary transfer was imminent.
    - d. Group that will not want to transfer
12. Need for in-service - staff exchange
13. Controlled random selection if desired balance is not affected by volunteers

The committee agreed that time is pressing; by December 1 "things must be rolling".

The following areas are to be considered:

1. Incentive elements
2. In-service
3. Time Schedule

Mr. Maxwell appointed a committee to meet and synthesize what transpired at the first meeting and elaborate at the next general meeting. Please see page following.

The attached opinionnaire was completed by the Task Force to begin the meeting.

Don Garretson
Recorder

SYNTHESIS OF IDEAS
SUBCOMMITTEE

Paul Stamas.....Chairman

Mike Billette, teacher, Roosevelt High School
Dr. Spencer Durante, Executive Director, Secondary Education
Don Garretson, principal, Belle Haven School
George Jackson, Service Unit Facilitator
Mrs. Rachel Revere, teacher, Grace A. Greene School

TASK FORCE SURVEY

Please read each statement carefully. If your first reaction to a given statement is positive, place a check (✓) in the space provided under the YES category. If your response is negative, place a check (✓) in the space provided under the NO category.

	YES	NO
1. I personally accept the responsibility of the school district to achieve racial balance of the professional staff by September 1971.	____	____
2. I accept the terms adopted by HEW and agreed upon by the Board of Education that each school staff shall reflect the racial characteristics of the district as a whole (currently 70 - 30).	____	____
3. I accept the principle that first consideration should be given to affecting balance through voluntary means.	____	____
4. I agree that work has to be done with individual school staffs to establish first a readiness to consider rationally questions associated with staff desegregation.	____	____
5. I agree that initial considerations of staff desegregation, both problem and process, stand a greater chance of being effective if carried out on the individual building level as opposed to a large group approach (pairing schools).	____	____
6. I agree that the positive involvement of principals is essential to the effectiveness of voluntary staff desegregation efforts.	____	____
7. I agree that the involvement of students is essential to the effectiveness of voluntary staff desegregation efforts.	____	____
8. I agree that through creative incentives to transfer, e.g., university credit for in-service work, voluntary desegregation of staff can be affected.	____	____
9. I agree that steps ought to be taken to inform and otherwise prepare the community to consider questions relative to affecting staff balance.	____	____

	YES	NO
10. I agree that a long range means of assuring equally qualified staffs in all buildings ought to be explored (e.g. rotation plan).	____	____
11. I agree that if voluntary means of affecting staff desegregation are not effective, random assignment of staff to schools should be considered the next alternative.	____	____
12. I agree that seniority should be a prime factor governing any involuntary transfer plan.	____	____
13. I agree schools voluntarily achieving staff balance should be excluded from involuntary transfer plans.	____	____

JR:jr
9-4-70

ATLANTA PUBLIC SCHOOLS

SUPERINTENDENT
JOHN W. LETSON

224 CENTRAL AVE., S.W.
ATLANTA, GEORGIA 30303

FROM THE SUPERINTENDENT...

January 6, 1970

To: All School Personnel

Subject: Proposed Plans -- Staff Integration

Much has happened but little has changed since the television report to the staff just before the holidays. As was reported then, the Board has been ordered to present to the Federal Court on January 12 a plan for integrating the staff of each school to be substantially the same as the system-wide racial ratio. For Atlanta this means a ratio of 57% Negro and 43% White teachers in each school.

It is the desire of all concerned that the plan to be presented to the Court reflect the best thinking of the total staff. In order that this might be accomplished, it is requested that each faculty consider the proposed plan as outlined and send representatives to a meeting Thursday afternoon at 3:00 p. m. at the Atlanta Area Technical School Auditorium to discuss details with members of the Board of Education.

School representatives (teachers only) should be elected by each faculty, as follows:

Active Roll as of November 1969:

500 and below . . . . 1 representative
501 through 1,000 . . . . 2 representatives
1,001 and above . . . . 3 representatives

In addition to representatives elected as provided above, the meeting at the Technical School will include principals from each area as selected by Area Superintendents and the Presidents and 3 additional representatives from the Atlanta Education Association and the Gate City Teachers Association.

Hopefully, the meeting Thursday afternoon will reach a consensus as to the plan to be presented to the Court. This need not be the case, however, since the Board of Education is ordered to formulate and present the plan. The Thursday afternoon discussion will be for the guidance of the Board as it fulfills this responsibility. As the Board has expressed, it is the hope of all concerned that the plan presented to the Court will reflect the thinking of not only the Board but the total staff as well.

Proposed Plan -- Staff Integration

In the development of plans to comply with the orders of the Court in the spirit intended it is essential that we accept and proceed on the basis of the following assumptions:

1. Teaching assignments in all locations throughout the City are equally important and desirable.

2. All teachers are equally well qualified to teach in their field or fields of certification.

Principles

1. The Fifth Circuit decision set the date of implementation as February 1. The plan presented to the Court will request that the date be changed to March 4 in order that it correspond with the beginning of the third quarter.

2. The Court Order requires a staff ratio in each school that is substantially the same as the racial ratio for the entire system -- 57% Negro, 43% White. Implementation, however, will be on the basis of racial ratios prevailing in elementary and high schools separately.

   a. Elementary Schools -- 60% Negro, 40% White

   b. High Schools -- 52% Negro, 48% White

3. In calculating the number of staff members to be transferred from each school in order to achieve the required racial ratio, fractions shall be disregarded.

4. Through use of the computer teachers and other staff members to be reassigned shall be determined by random selection using the last digit of the employee number. Reassignment will be made by a similar random selection process, by subject areas, using the last two digits of the employee number.

5. Personnel already working in schools predominantly of the opposite race shall be eliminated from the random selection process.

6. Teachers who have completed 21 or more years of service in the Atlanta Public School System or who were 60 years of age by January 1, 1970 will be excluded from the random selection.

7. Principals, administrative assistants, counselors, special project personnel, and itinerant teachers will be assigned administratively as required. Insofar as possible these groups, especially principals, will be kept at present assignments. School personnel who do not work directly with pupils will not be included in the random selection.

8. Only those probationary teachers recommended for re-employment in 1970-71 will be transferred under the random selection process.

9. Previous to the implementation of the random selection procedure each staff member will be given an opportunity to voluntarily request a transfer which would contribute to the required system-wide racial ratio. Voluntary requests may include a choice of three schools, listed in the order of preference. Such preferences will be recognized insofar as possible, utilizing seniority in the School System if random designation is required. Volunteers unable to be placed at a school of their preference will be returned to the random selection list.

10. Teachers who are receiving a salary supplement will not lose pay because of a required transfer. This applies to coaches, band directors, and department heads, and will continue in effect until such personnel are offered an assignment justifying the supplement.

11. Required transfer of the following personnel will be deferred at least until September 1970:

    a. Teachers of visually impaired

    b. Teachers of hard of hearing

    c. Teachers of speech

    d. Teachers of cerebral palsied

    e. Teachers of emotionally disturbed.

A major goal of the Administration and Board of Education is to present to the Court a plan that is objective and as fair as possible for all concerned. Your help in reviewing the plan as outlined and suggesting improvements will be appreciated.

THE BLACK STUDENT IN OUR MIDST

by
Mr. Bertram E. Gardner, Manager
Organizational Development
The Cleveland Trust Company
Cleveland, Ohio

A new Black student has entered and is entering America's schools. His likes has never been seen before and his coming is devastating. Public schools that had hardly known how to deal with his forerunner - the accommodating Negro - finds this new student unfathomable. Not only white educators find this student overly sensitive to the white world, but the Black teachers also find themselves in serious questioning of the attitude and behavior of this student.

The very young Black student of elementary and junior high school is a child of a revolution that reached out to him through the television, through the radio, and through the wail of sirens that even played upon his neighborhood one eerie night - and the high school Black student is a child who to even a greater extent was able to relate himself to the violent and abrasive thrust that came through to him from the television, from the guys on the corner who, themselves in revolt against what they called "the system," had dropped out of school and filled the ears and sometimes the eyes, of the young, impressionable, romantic Black with stories of how the Black Revolution is just around the corner and that all Black people, especially the young students, had best prepare themselves for the survival struggle. This could be quite enough to explain the swaggering, high strung youth, but we need to say a word also about the adult Black who provides still another part of the environment that produced the child in your midst.

Adult Blacks, the fathers and mothers of today's students, are those who struggled to maturity thru the days of no hope Prior to World War II and who felt some glimmer of pride in the performance of Black troops, and in the visibility of an occasional Black officer of some rank. These parents, themselves teenagers during this War, early felt that something was changing in their life expectancies when partial integration of the Armed Forces was effected, producing, for the first time in the bitter racial history of America, instances of Negro combat airplane pilots, combat engineers, even tank and anti-aircraft soldiers - a far cry from the limited opportunities previously offered in Service Battalions such as the Quartermaster Corps where Negro soldiers had few opportunities for self-actualization or hero roles, as they, like in "Old Man River," had to "tote that barge and lift that bale." These parents were in their most impressionistic years at this time, and the new spirit of what Dr. Martin Luther King called "somebodiness" began to stir in their breast and the new militantism was born as young Negroes, now parents, began to sense the excitement of being on the verge of some kind of psychic breakthrough. And let us not forget the impact made by India upon the Black mind in 1947-1948 when India began to step up its efforts to gain freedom and independence. The latent emotionality and renewed hope were further fed by the radio and newspaper accounts of the militant Indians who, led by Mahatma Ghandi, offered themselves in skillful resistance to the truncheons, bullets, and other instruments of military oppression of the British who were struggling to keep the Indians subjugated. It was the grandparents and parents of today's school youth who were able to identify and to thrill to the crackling reports of how the great nation of England was brought to capitulation by an under-developed, undernourished, undereducated group of people consumately dedicated to their freedom from subjugation. And when England finally found itself captive of the immorality of its actions, coupled with the complete dedication of a people who were more than willing to die without a stick or stone to defend themselves, England then gave these mighty brown people their freedom to control their own destinies.

This act, this moment in history had a tremendous impact upon the imagination of Black and Brown people, all over the earth. The Blacks in America, already awakened by the prior events of World War II, found the salt strikes and revolution of India cascading their emotions into a crescendo of hope and strong determination to force America into full acceptance of their Black citizen, many of whom had returned from the War with a new but perhaps undefined self-awareness. You will remember it was a scant 6 years later that the Supreme Court, sensing the timeliness of the national attitude and the thrusting uneasiness of its Black population, passed the famous ruling forbidding segregation in the schools. And then there were the college sit down strikes, Dr. King, Carmichael, and Malcolm X.

Obviously, this is not a lesson in history, nor am I qualified to give one, but simply a reminder of some of the major events which make up the frame of reference for today's Black child and his parents. The point to this glance backward is to help you to understand not just that the student is different, but why he is different. Finding out how to work with the differences will be much more difficult and complex than the simple retelling - I am aware of that - but the point to all of this is to indicate to you that we are in a creative, albeit turbulent, period for which there are few absolute answers, but to be even somewhat equal to the task we must accept the fact that this kid isn't like "we were" - and those of us who in our frustration indicate the similarities of our own socio-economic life experience perhaps are not in full understanding of the full thrust of every day contemporary events upon the psyche of Black youth.

How many of you had your basic, formulating personalities stoked by the flowing, soaring rhetoric of a Dr. Martin L. King, urged to react harshly by the searing dynamism of Stokely Carmichael, or jabbed by the hot needle of realism held by an unsmiling, bearded Malcolm X? How many of you were still struggling with the emerging "you" when on the one hand you were being told to be "non-violent and we shall overcome" and on the other hand, the flames of Watss, Newark Cleveland, Chicago, and the words, "Burn, Baby, Burn," being shouted at you imply that violence is a shorter and more positive answer - even though you were too young to even know what the question was?

How similar were many of your childhoods to this heady mixture of violence, exhortations, and profound discussions at the meal tables of every Black home as to the rightness or the wrongness of the techniques of freedom involvement? How many of you spent your highly sensitive years being bombarded with thoughts, impressions, family disputes, street corner harangues, TV pictorializations, or great bearded giants in flowing dashiki robes calling you "little brother or little sister" and exhorting you not to smile or Uncle Tom before "the hunkies" - and some of them telling you that you don't need the kind of schooling which is only an extension of the white man's control over your mind! How many of you had to come thru that? All of these answers being projected upon you long before you can even understand the nature of the question.

Many educators try to equate their own upbringing with the current youth by simply comparing external conditions. Thus some teachers, both Black and white, are oft heard to say in moments of frustration - well, my family was poor also - or, I came from a broken home, also - or, I am Italian (or Jewish or Irish) and a minority, also - and then they always conclude, "and we never let that fact lead us to deviant behavior."

Well, I'm suggesting that perhaps there has never been a period quite like the last twenty-five years and each class that has entered our schools during these years has brought with it a set of unique reaction patterns which most of us find more and more difficult to deal with and we find fewer and fewer parellels in our own lives to make rational the behavior we are witnessing.

Well, now, how do we relate all of this psycho-historical phenomena with guidance generally, and white guidance specifically?

If guidance has among its goals: to help young people understand themselves and to make realistic assessments of their individual strengths and weaknesses so that they can make their greatest contribution to their own welfare and to society, then guidance counselors need to be armed with more than evaluative tests, knowledge of community resources, and a warm personality, although admittedly these all help. What perhaps is equally as important to have would be an acceptance of the face (?) that Black youngsters are coming to you from a very complex psycho-social frame of reference.

It is also to be recognized that this teach-pupil, counselor-pupil relationship is so complex that very little of an absolute nature is presently known or can be drawn upon with positive assurance. One cannot help a student understand himself until one can understand those forces which have shaped the student, and perhaps one cannot help a student relate to the realities of life until one has some experience with those forces that compose the life of students. This is a dynamic relationship - so complex, so convoluting, so changing, that those who work in this field must continually study and develop opportunities to experience, albeit vicariously, the forces that are brought to bear upon children in these times.

Now, for the rest of my time, let me try to depict for you what I think "white guidance" is all about.

Up until 1960, I believe the counseling for the vocational and educational experience of a student was oriented toward the child who brought to the school some psycho-cultural integration - that is, he was not hung up on who he was; he had no problems of what national ethnic group to which he belonged; nor was he caught in the cross-fire of definitions of his place in society and his ability to change this place. In other words, the student of those days, for whom guidance was performed, were assumed to be curious as to where he could go, but not whether he could go.

Such counseling as I remember it placed great stress upon academic prowess as evidenced by tests and corroborating interviews with teachers - all of which I suppose gave a pretty good picture of the school performance of a youngster. As a matter of fact, one book I looked at in preparation for this lecture had a footnote which said, "These ideas and practices tend to be inappropriate for the non-white child." With such a perfunctory statement, masses of Black children and their counseling needs were dismissed by a leader in the field.

Ladies and Gentlemen, I am sure that today, 1970, you agree with me that Black children have all the counseling needs of any other group of children - "and a little bit more." The "little bit more" refers to counselor unawareness and lack of understanding of how prejudice and racism, nowadays both Black and White racism, have been operationalized in the educational process. As I have indicated, it is my understanding that a counselor's role is to individualize and facilitate the learning process. The cognitive aspect of learning or the facilitating part of counseling refers to the assessment and appraisal of pupil potential, pupil placement, the supply of technical information to teachers, children and parents so that appropriate educational and vocational decisions can be made, and so forth; while the conatative aspect of learning or the individualizing of counseling refers to the manner in which each child responds emotionally and attitudinally to the learning situation.

Specifically, how does "white counseling" make use of achievement and aptitude test scores? It seems to me that these scores are used with restricted vision, that a child becomes a number and that child is deemed worthy if his attitude test score is above 110, or unworthy, if he scores below 90. It also seems that if a child's reading or arithmetic achievement scores are at least at his grade level, the decisions of professional educators tend to say "yes, teach him." But if the child's scores are below grade level, the professional decision tends to indicate not much hope for intense learning to take place. This then becomes an example of the operational implementations of racism whereby a professional educator allows unconscious biases regarding human worth to be determined by a number. For as you know, on the basis of these scores, some children are placed in classes and their educational opportunities increased or decreased depending on the value or weight given to the scores. Obviously, NO TEST IS THE MEASURE OF A CHILD. At least two interesting issues are raised at this point: 1) The need for an indepth understanding of what tests mean, and what they can and cannot tell you about a person, and 2) the giving up by professional educators of biases about human worth based on the limited criteria of a test. I'm sure a long look at these two issues would be helpful to Negro children, but I suspect that there are a number of white children who would also benefit.

I, obviously, am suggesting that inappropriate use of test data, coupled with resulting counselor attitudes, work against Black children and I'd like to add just a word about counselor attitude and students' demonstrated performance. Because of your training, your attitude (and mine) toward certain kinds of behavior tend to be very positive if the behavior is moral, and negative if immoral. These attitudes, I believe, get in the way when you begin to assess and appraise pupil behavior. Since group measures of scholastic aptitude and achievement test scores tend to give from ineffective to spurious results for Black youngsters, it seems imperative that one must look elsewhere for indicators of pupil capability.

A very close look at pupil behavior can be a readily available source for cues of pupil intellectual potential. For example, I doubt if I would get an argument if I said "that the leaders of organized crime demonstrate a high level of intellectual capability." They, as you know, are able to plan, implement, and carry out the kind of thinking processes which keep the best minds of our country struggling to control them. However, very few of us would point with pride at their intellectual astuteness because it is used negatively toward large numbers of, more or less, innocent human beings. My point is that an analysis of some of the behavior patterns of Black children indicate a high level of intellectual activity even though it sometimes tends to be socially unacceptable. But this behavior, although immoral and anti-social in your judgment, can still offer some real clue to what the potential for development is for that child regardless of his scores! The goal and real challenge is to find appropriate ways to re-channel these thought processes so that they are more effectively used in the learning environment.

In working with some of the so-called "hoodlum element" when I was with the YMCA, I used to tell them (when I would argue for their going back to school) that I would prefer that they were not the school and street hoods, but since they were, I wanted them to be able to at least count their own illgotten money effectively, and read well enough to be able to decipher the law affecting whatever case there was against them. Their acceptance of that concept of self made it possible for me to establish a kind of relationship with them and put learning in a different context.

I believe the educator counselor MUST remove personal-moral-judgment from the process of appraising pupil's behavior and note the level, the quality, the consistency, and the results of pupil intellectual functioning.

Let's look briefly at another problem in assessment, appraisal, placement, and freedom of choice. I think that in a real democracy, a person should have as much right to choose failure as he has to choose success. I contend that some schools seem to be structured primarily on the basis of counselor-principal decisions as to what will constitute success, and little or no attention is given to the child's right to try - even if failure is the result. Specifically, if a child indicates to the counselor that he would like to take Algebra, the Algebra test score is looked at and the accumulative math grade is "D", also his arithmetic achievement test scores tend to be marginal. So----all indicators available to the counselor indicate that the chance for success is slight or poor. The child insists that he wants the course, he even brings a note from his parents indicating that they want the child's request respected. The answer still tends to be "no" from the educator's point of view and, I guess, this position is implemented by a placement in general math - unless the parents become more aggressive. What is being overlooked? If this pupil has consistently succeeded in getting at least minimum grades in math previously, there is every reason to believe that he will - all things remaining equal - continue to obtain a "D" - even in Algebra. At worst, he'll fail and repeat it, if he wants to. The child's life style must be considered before overruling his wishes or because you believe he "can't make it." A "D" oftimes has cultural respect and reflects a student's acquiescence to a peer concept. Also a "D" in Algebra will qualify a student for certain apprenticeship programs and some colleges still require Algebra as an entry requirement. In other words, the "D" can open new doors for the requesting pupil (Marcus Scholarship students in Cleveland are performing 8 points above the national scholastic average!)

I have tried to suggest some areas in which one can get at the "little bit more" needed from counselors to facilitate the learning process for Black children.

Now, let's look at individualizing the learning process (the conatative) or the feeling aspect of learning, where the Negro child carries, in my judgment, the greatest burden.

All people have just so much psychological energy. Given two children, one Negro and one White, with the same amount of psychological energy for learning -- both children will have to divide their psychological energy between the cognitive and the conatative aspects of learning. But the Black child will take on an additional burden, because he will translate more psychological energy into the emotional or feeling aspect of learning due to the need to deal with the effects of racism. Now how?

At the root of segregation, separation, and discrimination, are deep emotional feelings of rejection, self-worthlessness, powerlessness and personal inadequacy. All of these emotional areas create tremendous barriers to the learning process.

For Negro children, one major theme resulting from the feelings of worthlessness is "nothing looking like me is a learner." This response often is further encouraged by unknowing teachers, who through non-verbal cues communicate to children "you are not a learner and I don't expect you to be one." It is often the unspoken behavior of permitted poor performance standards - or the manner in which classroom instructions are given that communicate to the child "don't learn" - it's the "NOT WHAT you say BUT HOW you say it" theme.

Segregation and discrimination by definition mean to limit behavior. In order to learn one must "venture out," but early in life the Black child is taught to hear the "No's" in our culture and to define the perimeters of psychological safety and to work within them. We must understand that this kind of behavior does not support or encourage the acquisition of knowledge. The behavior of the child will usually tend to be apathetic (dependent) or hostile (a kind of independence) in which case one is a refusal to try and the latter is generally an effort to disrupt. The disruptive effort on the part of a Black child can be a reflection of a negative way to venture out which needs to be rechanneled. Neither the hostile or the apathetic response should be accepted or given in to -- unfortunately, in most cases, this is the way professionals respond or they take personal affront. And I believe that they should develop some other way to cope with pupil behavior.

So now if we couple the non-learning theme with the nonventuring out theme, we have the seeds for destroying the natural impulse to dream. Unless a child can see himself doing something of value in the future, there is no reason to endure the frustration of trying to develop himself. The ghetto school experience, the people involved in its maintenance, the physical environment, tend to make the total experience defeating and is the killer of pupil dreams. It is a small wonder that youths vandalize and burn down schools for it is in those that many have their most painful experiences of self negation.

The psychological energy of the Black child is divided into protecting his self-esteem, defining the limits of psychological safety (prevent being emotionally hurt) and keeping the "switch-on/switch-off" mechanism working. This mechanism is reflected in the well-worn statement, "Tell it like it is," because Black people used to consciously behave one way with other Blacks and another way with whites. Now they no longer do this, now they take pride in telling it like it is. My point is that it takes energy to keep checking every white person, and now, even some Negroes whose behavioral responses are similar to whites have to also be checked by pupils. This mechanism contains thoughts like -- can I trust this person? Do they trust me? Do they expect anything positive or negative of me, if so, what? Are they going to teach me -- or is it game time again - just go through the motions with no real expectations of me understanding it?

While the Black child is unconsciously or consciously checking out all of these cues and more, the white child is dealing only with the emotional frustration that normally comes with human development. I am not saying that the white child does not experience feelings of worthlessness, rejection, and inadequacy in the learning environment, but I am saying that since these feelings are not culturally sanctioned by the social institutions of separation and discrimination and for the white child feelings of inadequacy, they are easier hurdled and ruled out as sustaining barriers to the learning experiences.

Well, a final area of concern involves the fact that, for the most part, most of us underestimate the capability of the Black child, primarily because his learning is not in the area where we expect it to be. The need to survive and cope in a "hostile--rejection culture" such as that created by racism develops in the Black child superior skills in manipulating people - especially people who are highly middle class-oriented. It seems that the power to manipulate professional people often gets over generalized by the Black child who uses it inappropriately in the learning setting. This power is used indiscriminately in order to conserve psychological energy and avoid some emotional pain. The outstanding characteristic of the manipulative skill is to get the educator into psychological boxes of their own making. For example:

1. The Snow Job - where a child tells the teacher what the teacher wants to hear whether it is true or not.

2. The use of profanity -- they use profanity to bring about physical and emotional rejection, wherein the child glories in his or her ability to control the most significant factor in his environment - the teacher! Thereby, creating a false sense of power. The theme here is: she didn't reject me, I rejected her, I made her put me out!

3. The use of middle-class sexual morality to embarrass the teacher and gain control of a class in order to implement the non-learning theme -- all you have to do is ask a question about sex -- many teachers don't know how to deal with this phony sense of power grabbing that uses up learning time.

4. The "I don't know" theme, which is an appeal to implement the "ignorance and inability to know" concept believed to be expected of Black children by the larger culture. However, this theme seems to be rooted in a survival theme in the ghetto -- to implement the "I don't know" theme, the child skillfully uses confusion of ideas, events, and people -- If you keep the confusion going, no one is going to accuse you of ever squealing and for the most part, this skill is developed to protect one from the lawless element in the community, but when this behavior is brought into the classroom, it prevents learning. The teacher can never get

4. (cont'd)

things straight. The more fearful the child is of the lawless element, the greater the effect, because he or she is not able to be flexible about the use of this response.

A final example is:

5. The organization of failure into success -- the reasoning goes something like this -- The only point to learning is the belief that you will be given a chance to use it out there in the outer world, but cultural cues and everything I see says it ain't gonna happen for no Black child -- so then the child reorganizes cultural failure into sub-cultural success (I think that this is why peer group pressure for good grades is inoperative in the inner-city setting.) Both white and Negro children get on this side track if they associate more responsibility with achievement -- so they respond to this threat by avoidance of the learning setting -- class cutting, truancy, hall walking, lesson unpreparedness, etc.

These examples, of course, are not exhaustive and I imagine all of you can think of other examples but these, I hope, do suggest some behavioral responses which need to be short circuited so that learning and development can take place in our schools.

To summarize my presentation, two major issues emerge. One involves the counselor as a person and as a professional worker. The second area involves the Black child and some of his special needs that "white guidance" overlooks.

As we look at the counselor, the following issues arise:

a. Know thyself -- Find out how your attitudes and behavior reflect and implement those racist concepts that destroy or depress the potentiality and development of Negro children. Find out if you aren't actually fulfilling the expectations of the child -- a rejection of him.

b. Being "kindly disposed" is no substitute for knowledge, skill, and training. Accept the fact that the student is different due to conditioning factors.

Study the current literature and learn how the human being behaves under positive and negative learning settings.

Learn all you can about the psychological mechanisms created by racism.

b. (cont'd)

Know how to analyze and effectively use counseling data.

Develop some skills in the appraisal of human behavior by methods other than testing.

Alfred Binet, the father of psychological testing said in 1909, and I quote:

> "Some recent philosophers appear to have given their moral support to the deplorable verdict that the intelligence of an individual is a fixed quantity. We must protest and act against this brutal pessimism.
>
> A child's mind is like a field for which an expert farmer has advised a change in the method of cultivation, with the result that instead of a desert land, we now have a harvest."

jah; E.E.O.
10/5/70

ED050186

DAYTON PUBLIC SCHOOLS

TASK FORCE ON STAFF DESEGREGATION

DOCUMENTS, Volume 3

October 1970

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UD010989

MINUTES OF
OCTOBER 18, 1970 MEETING
TASK FORCE ON STAFF DESEGREGATION

Co-Chairman Kurt Olt opened the meeting.

The Subcommittee on Synthesis of Ideas presented three documents:

1. Statements of Purposes (Document #1a attached)
2. Tentative Concepts of Voluntary Staff Desegregation (Document #1b attached)
3. Tentative Plan for Staff Desegregation by Controlled Random Selection (Document #1c attached)

The first two documents were discussed and volunteers were organized to solicit staff ideas and suggestions regarding the eight concepts of voluntary staff desegregation as follows:

1, 2, 6	Paul Stamas, Don Garretson, Francis Birt
4, 5	Mike Billette, Prince Davis, Rachel Revere
3	George Jackson, Duane Koppleman
7, 8	Julie Long, Kay Davis, Dave Carter, Dave Kreitzer and George Jackson
6	To be referred to DCTA TEPS Committee

Discussion of the third document was deferred until a future meeting.

Discussion of the balancing of staffs in each school centered on letters from the superintendent to Mr. Henderson and the reply from Mr. Cioffi of the Office for Civil Rights of the Department of Health, Education, and Welfare (Documents #2a, 2b attached).

An earlier letter to and reply from John Scheldrup of the same office was referred to with respect to whether or not the district is required to take action (Documents #3a and #3b attached; note these were circulated in opposition to the last levy and the underlining is that of the circulator).

Two motions, one to postpone the work of the committee until such time as the Supreme Court should act or federal hearing to terminate funding; and another to seek further clarification from the Board of Education as to the definitiion of "reflects" in the agreement for desegregation of staff, were introduced and did not pass.

The consensus of the group was that future meetings be rotated among afternoon and weekday evenings and Sunday afternoon times, so that no member is unduly inconvenienced.

The co-chairmen will call the next meeting when further materials are ready.

(Mrs.) Dorothy Kavanagh
Recorder

Document #1a

FOR DISCUSSION ONLY

October 15, 1970

The purpose of the Subcommittee on Synthesis of Ideas will be to recommend a comprehensive plan for the alignment of staff that will desegregate faculties and administrative staffs in accordance with the provisions stipulated by the Dayton Board of Education in its August 22, 1969 resolution. Namely, that each school staff throughout the district will have a racial composition that reflects the total staff of the district as a whole. Thereby providing for every child regardless of school he attends, access to human resources which are essential to a quality education program which will assure every child the opportunity of working with persons representing different ages; sex, cultural background race, interest and skills as well as other human qualities, which should be available to every child.

The Task Force has endeavored to develop a plan that will recommend procedures for voluntary and involuntary transfers as follows:

1. The voluntary aspect of the program provides incentives and innovative programs to encourage teachers to transfer.
2. The involuntary section of the program provides a formula that would be used in the event that the number of volunteers would be inadequate to balance the staff.

Document #1b

FOR DISCUSSION PURPOSES ONLY

TENTATIVE CONCEPTS OF VOLUNTARY STAFF DESEGREGATION

Inducements

1. In-service training sessions to prepare teachers for change to be developed using present cross-over teachers as resource personnel. These sessions should be scheduled for spring 1971.

2. Summer workshops of four to six weeks in length for teachers volunteering and those selected at random for transfer to bring about racial balance. Teachers attending such a workshop would receive their regular teaching salary. Possible college credit.

3. Released time for visitation for prospective cross-over teachers. The visitations to schools of possible assignment should be of such length and duration as to provide the teacher with an understanding of students, staff, facilities and community.

4. Cross-over teachers should be assured of parity in amount of equipment and supplies from one school to another.

5. Increased assistance should be made available for cross-over teachers requesting it in the areas of curriculum and student discipline. The use of teacher aides.

6. Possible advancement on the pay scale for cross-over teachers. Example: B.A. on fifteenth step would receive 1/3 of the B.A. plus 18 hours step for each of the first three years of cross-over teaching.

7. Teachers should be assured that if an opening occurs at another school from which they are transferred that they will be given first priority for the position. (Providing it would not upset the racial balance.)

8. Two or more teachers from one school should be given an opportunity to transfer as a group to another school when possible.

This subcommittee is in agreement that the above inducements would encourage teachers to transfer voluntarily. It is also realized by this committee that a number of these inducements would entail considerable expense. It is the recommendation of this committee that the administration should apply for a federal grant to provide funds for implementation.

FOR DISCUSSION PURPOSES ONLY

Document #1c

A TENTATIVE PLAN
FOR
STAFF DESEGREGATION
BY
CONTROLLED RANDOM SELECTION

This plan will be used only if the required goal for staff desegregation is not achieved through volunteer efforts by March, 1971.

GUIDELINES

The following guidelines will be used:

1. Schools will be grouped (paired, clustered) in order to expedite the reassignment of those teachers who must be moved.
2. Only those teachers who are employed full time in a single school should be considered in determining the racial ratio.
3. Each principal may designate twenty percent of his majority staff members as essential to the efficient operation of the educational program in that school. All of his majority teachers with (20/25) years of experience in Dayton schools must be included in this figure. Persons who have volunteered may not be counted as being essential.
4. Teachers in schools in which they are in the minority will not be reassigned.
5. Each reassigned teacher will be placed in a position for which he is qualified and insofar as possible exactly like the position from which he is being moved.
6. Teachers will be chosen for required reassignment by controlled random selection. They will be distributed in various grades and departments.

7. Newly employed personnel and new volunteers will be assigned for the purpose of achieving and maintaining the racial ratio.
8. Teachers who get a salary supplement will not lose pay because of reassignment.
9. A procedure will be established through which teachers may appeal their assignments.

REASSIGNMENT PROCEDURE

The procedure for reassigning teaching personnel will be as follows:

1. Each principal will be provided a professional staff allotment for his school.
2. On the basis of this allotment, the principal will determine a table of organization for the 1971-72 school year.
3. The principal will determine the number of teachers by race which are required in order to create the proper racial balance.
4. The principal will determine the number of vacant positions in his school by reason of resignation, retirement and voluntary reassignment. He will then determine the number of majority teachers who must be reassigned, thus creating additional vacancies.
5. The principal of the predominantly white staff will first seek to fill his vacancies from among the black teachers who have volunteered for reassignment to his school. In the event he is unable to get his quota by this means, he will then draw by lottery the additional teachers required by grade and/or subject from the pool of eligible black teachers. Thereafter, all vacancies will be filled in the usual manner.

6. The principal of the predominantly black staff will first seek to fill his vacancies from among the white teachers who have volunteered for reassignment to his school. In the event he is unable to get his quota by this means, he will then draw by lottery the additional teachers required by grade and/or subject from the pool of eligible white teachers. Thereafter, all vacancies will be filled in the usual manner.

7. The pool of eligible black teachers available for reassignment purposes will include all black teachers who:

    (a) Were not declared essential by their principal;
    (b) Did not volunteer for reassignment;
    (c) Do not have 20/25 years of teaching experience in the system.

8. The pool of eligible white teachers available for reassignment purposes will include all white teachers who:

    (a) Were not declared essential by their principal;
    (b) Did not volunteer for reassignment;
    (c) Do not have 20/25 years of teaching experience in the system.

Document #2a

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

WAYNE M. CARLE
Superintendent of Schools

October 8, 1970

Mr. Lloyd R. Henderson
Education Branch Chief
Office for Civil Rights
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Mr. Henderson:

The school district has organized a Task Force on Staff Desegregation to advise on procedures to achieve desegregation of faculties and administrative staff in accord with provisions stipulated by the Board of Education to Title VI representatives of the Department of Health, Education, and Welfare.

Question has arisen as to the meaning of the phrase underlined in the following agreed stipulation:

> "It is the intention of this Board that each school staff throughout the District will have a racial composition that reflects the total staff of the District as a whole."

It would be helpful to the Task Force if your office could define the composition as understood in that phraseology as it relates to bringing the schools into compliance.

Sincerely,

Superintendent of Schools

WMC:mlw
cc: Mr. Fred Cioffi
Mr. John R. Hodgdon

Document #2b

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

OCT 14 1970

Dr. Wayne Carle
Superintendent of Schools
The Dayton Public Schools
348 West First Street
Dayton, Ohio 45402

Dear Dr. Carle:

I am responding to your night telegram of October 8, 1970 to Dr. Henderson which has been referred to me for reply. In this telegram you request our interpretation of the underlined portion of the following stipulation contained in the DHEW Office for Civil Rights/Dayton Board of Education Agreement on faculty desegregation.

"It is the intention of this Board that each school staff throughout the district will have a racial composition *that reflects the total staff of the district as a whole*."

During the 1969-70 school year when the agreement to desegregate the Dayton faculty and staff was negotiated and accepted by the DHEW Office for Civil Rights and the Dayton Board of Education, the racial composition of the total Dayton professional staff was 70 percent white and 30 percent black. Consequently, we would expect that by September 1971, the professional staff at each elementary and secondary school subject to the jurisdiction of the Dayton Board of Education would reflect a racial composition of approximately 70 percent white and 30 percent black. With less than a year to go until the September 1971 deadline perhaps it would be useful to restate the legal basis on which the Dayton Board of Education is obligated to desegregate its teaching faculty.

In *Alexander* v. *Holmes County Board of Education,* 396 U. S. 19 (1969), the Supreme Court unanimously agreed that school districts must end segregation "at once" and operate integrated systems "now and hereafter." See also *Northcross* v. *Board of Education of Memphis*, 397 U. S. 232 (1970); *Carter* v. *West Feliciana Parish School Board*, 396

U. S. 290 (1960). This obligation to desegregate encompasses all facets of the operation of an elementary and secondary school system, including the hiring and assignment of faculty. Green v. County School Board of New Kent County, 391 U. S. 433 (1968).

The Supreme Court in United States v. Montgomery County Board of Education, 395 U. S. 225 (1969), reasserted the duty of a school district to desegregate totally its faculty and approved an Alabama district court order which required substantially the same ratio of Negro to white faculty in each school as the ratio of Negro to white faculty in the entire system. In Singleton v. Jackson Municipal Separate School District, 419 F.2d 1211, 1217-18 (5th Cir. 1969), reversed on other grounds, 396 U. S. 290 (1970), the United States Court of Appeals for the Fifth Circuit required school districts to meet these same faculty ratio requirements.

President Nixon in his March 24, 1970, Statement on Desegregation of America's Elementary and Secondary Schools affirmed that segregation of teachers must be eliminated and asserted that "each school system in this Nation, North and South, East and West, must move immediately, as the Supreme Court has ruled, toward a goal under which 'in each school the ratio of white to Negro faculty members is substantially the same as it is throughout the system.'" A copy of the President's Statement is enclosed. Consequently, the Department of Health, Education, and Welfare, in its enforcement of Title VI of the Civil Rights Act of 1964, has adopted the same faculty ratio requirement which the Fifth Circuit mandated in Singleton, which the Supreme Court mandated in Montgomery, and which the President applied nationwide in his March 24, 1970 Statement.

Finally, during 1969 the Dayton Board of Education concluded a voluntary but legally binding agreement with the Department of Health, Education, and Welfare's Office for Civil Rights to desegregate its faculty and staff by September 1971. In agreeing to desegregate voluntarily, the Board waived its opportunity for an administrative hearing on this Office's finding of probable noncompliance. In return for the Dayton Board of Education's agreeing to a negotiated settlement and foregoing a lengthy and costly administrative hearing, this Office, instead of requiring Dayton to transfer immediately many of its professional personnel, permitted a two year period for Dayton to desegregate gradually its faculty and staff and did not require as a condition of settlement that the Dayton School Board admit to the veracity of our March 1969 findings of noncompliance.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely yours,

Frederick T. Cioffi

Frederick T. Cioffi, Coordinator
Northern and Western States
Education Division
Office for Civil Rights

Enclosure

cc: Chief State School Officer
Regional Civil Rights Director

Document #3a

The following is a copy of a letter written to the Department of Health, Education, and Welfare on June 19, 1970. An answer to this letter is also included, which states that, at this time, the Dayton School System is under no federal order to integrate staff or students.

Mr. Lloyd R. Henderson
Acting Director
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D. C.

Dear Mr. Henderson:

I am a resident of the Dayton, Ohio, school district and in the profession of education. Representatives of the Department of Health, Education and Welfare were in Dayton, Ohio, on June 18, 1970, to clarify the school system's current status in regards to compliance with Title VI of the Civil Rights Act of 1964. Unfortunately, the information given by the HEW staff left unanswered for me the following questions which I would appreciate an answer to in your response:

1. Has Dayton, Ohio, been found in noncompliance with Title VI of the Civil Rights Act in regards to assignment of teaching staff?

2. Has the Dayton, Ohio school system been found in noncompliance with Title VI of the Civil Rights Act in regards to assignment of pupils?

3. Has there been a Federal order to racially balance (in any ratio) the teaching staff of each or any school in the Dayton school system?

4. Has there been a Federal order to racially balance (in any ratio) the pupils of each or any school in the Dayton school system?

If the answer to any of the above questions is affirmative, I would like answers to the following:

5. In which Federal court or in what body was the opinion of noncompliance or order to racially balance staff or pupils handed down?

6. Who were the persons who presented or defended Dayton's position in any such noncompliance case?

If there has been a Federal order concerning noncompliance and (or) subsequent racial balancing of staff and (or) pupils in the Dayton school district, please send me a copy of this order. Also, if possible, I would appreciate your sending to me a copy of all correspondence between the Dayton school system and the Office for Civil Rights and the Department of Health, Education and Welfare concerning the above matters.

Thank you very much for the information and your assistance and cooperation in obtaining it.

Document #3b

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION V

226 W. Jackson Blvd., Room 114
Chicago, Illinois 60606

July 27, 1970

This is in reply to your June 19 letter to Dr. Lloyd Henderson regarding HEW's Title VI Review of the Dayton School System.

I will respond to your six questions in seriatim. In case you did not retain a copy of your June 19 letter, a xerox copy has been enclosed.

1. The Office for Civil Rights has not made a finding of non-compliance with Title VI which would justify termination of funds since there has not been "an express finding on the record". However, on March 17, 1969, the Office for Civil Rights sent a letter to Dr. Wayne Carle, Dayton Superintendent of Schools, informing him of the school system's probable Title VI non-compliance with respect to its teacher segregation and to the unequal educational facilities existing at Roosevelt High School.

2. There has been no finding of non-compliance, although the Office for Civil Rights in its letter of March 17, 1969 expressed its serious concern with the existing racial isolation of Dayton elementary and secondary students. However, a review of the Dayton School System is currently being conducted by the Office for Civil Rights to determine whether or not the Dayton School System is complying with Title VI in its assignment of pupils.

3. No Federal court has taken jurisdiction of this case. The plan to racially balance the teaching staff of the Dayton School System is based upon an agreement entered into between the Office for Civil Rights and the Dayton School System as a result of the Office for Civil Rights' initial determination that it had established a prima facie case of non-compliance.

4. No.

5. The requirement of a racially balanced teaching staff is based upon a body of Federal case law developed by the Supreme Court and several of the Courts of Appeals. This requirement was also reaffirmed by President Nixon in his March 24, 1970 Statement of School Desegregation. Although there has been no specific court mandate in a Federal court with respect to the Dayton School System, there is no question that school districts are constitutionally obligated to remedy racially imbalanced teaching staffs.

6. An administrative determination that probable non-compliance exists in the Dayton School System with respect to the teaching staff was made by the Office for Civil Rights after a review of the Dayton School System. There has been no public hearing nor has there been any formal action terminating the funds of the Dayton School System. Before any such action could be taken, Title VI requires an opportunity for hearing with, of course, the right to counsel. As long as the Dayton School System continues to honor its voluntarily assumed obligations to desegregate its teaching staffs, the Office for Civil Rights will have no need to initiate formal proceedings leading to termination of funds.

The correspondence between the Office for Civil Rights and the Dayton Board of Education is part of the Dayton compliance file which is located in Washington, D. C. This correspondence is available for your perusal at the following address:

Room 3636
7th and D Streets, S.W.
Washington, D. C. 20202

Please call Mr. Frederick T. Cioffi, Area Code 202/ 962-6571, who will arrange to make this correspondence available for you. An alternative to traveling to Washington, D. C. is to request of Dr. Carle, permission to review, in the Dayton Board of Education building, the correspondence between his office and the Office for Civil Rights.

If you have any further questions, please contact me at your convenience.

Sincerely,

John P. Schuldrup
Deputy Chief, Education Branch
Office for Civil Rights

Document #4

Opinion Survey of Teachers Transferred in March, 1970

OPINION SURVEY

OF

TEACHERS TRANSFERRED IN MARCH, 1970

(In Compliance With Federal-Court Orders)

Atlanta Public Schools
Atlanta, Georgia
September, 1970

INTRODUCTION

Various members of the administration, the Board of Education, the staffs of the local schools, and many community and educational representatives have expressed a desire to know as nearly as possible the thinking, reactions, and suggestions of the approximately eight hundred teachers who were transferred in March, 1970. These teacher transfers were made to comply with the court order in regard to obtaining a pre-determined ratio of teachers according to race in each of the Atlanta schools. Consequently, a questionnaire, a copy of which is in the Appendix of this report, was sent in July, 1970, to each of the affected teachers. The number of respondents was very gratifying.

The analysis of the replies and this report have been made and prepared by a committee consisting of the following:

Mrs. Heather Albrecht, Psychologist, Area V
Dr. John Boykin, Psychologist, Area II
Mrs. Mary V. Colburn, Psychologist, Area I
Miss Deanna Davis, Lead Teacher, Walden Middle School
Robert L. Dixon, Sr., Principal, Walden Middle School
Clyde T. Warren, Research Associate, Research and Development Division
Kenneth Bourguignon, Research Assistant, Research and Development Division
Mrs. Clemmie W. Brower, Counselor Examiner, Area III
Mrs. Emily D. Stimson, Psychologist, Area V.

Effort was made to identify from the responses and to maintain in the final report as much as possible the human interest and the tone of the comments which, it is believed, will be particularly meaningful in developing the recommendations made by the teachers. Further, the overwhelming positive reaction to the transfers, as reflected in the percentages of satisfactory and unsatisfactory responses, is also important (55.3% very satisfactory and satisfactory, 25.5% average, and 18.2% unsatisfactory and very unsatisfactory). Note that less than 20% of all responses were in the unsatisfactory or very unsatisfactory categories. Another interesting observation is that less than 40% (38.7%) of the respondents chose to make any comments at all. Also, the committee has attempted to show how the responses differed, and more importantly, why they differed. In general, the committee is of the opinion that this is a potentially significant piece of research.

Jarvis Barnes
Assistant Superintendent for
Research and Development

ANALYSIS

In order to evaluate the effect of the court-ordered-teacher transfer in March, 1970, teachers involved in the transfer were sent a questionnaire, in July, dealing with items covering 10 areas of common teacher concern. They were asked to respond on a five-point scale, indicating whether they found each of the situations very satisfactory, satisfactory, average, unsatisfactory, or very unsatisfactory. In addition, their comments were invited on what did help or what would help in improving the situation or condition.

Seven hundred and eighty-eight (788) questionnaires were sent out, 421 (53.4%) were returned, and 401 were completed sufficiently to be evaluated. The number of responses was considered to be good for several reasons, such as (1) questionnaires were sent to all who were transferred and, consequently, included some who had subsequently resigned; (2) some of the summer addresses were not current; and (3) some of the teachers were traveling or studying and, therefore, did not promptly receive the questionnaire.

Responses to the five categories were tallied for each group of teachers, Black Elementary (BE), White Elementary (WE), Black High (BH), and White High (WH); and the comments of these teachers were evaluated. In the following report each question is dealt with separately. Within each question the statistical results of teacher responses are reported first. That is, did the four teacher groups respond differently to the question; and, if so, where did the differences lie? Then, the location of the responses is reported. In other words, in what response category were the majority of the responses found? Finally, the comments are analyzed, and characteristic statements presented of teacher reactions and suggestions to the various questions.

Item 1. The manner in which the pupils of the new school received the transferred teacher

All teachers responded to their reception by the pupils. When the manner in which the teachers had been received by their pupils was evaluated, it was found that the four groups of teachers differed significantly from each other in their responses. From the data it appears that the groups contributing primarily to this difference were the WE and BH teachers. The WE teachers had a lower frequency of satisfactory responses than expected, while the BH teachers had a higher frequency of satisfactory responses than expected. However, when these data are evaluated only in terms of frequency of responses in the different response categories, there is a significant difference among responses. The majority of responses fall into one satisfied category (BE, 73%; WE, 53%; BH, 84%; and WH, 67%). The data strongly suggest that in the case of this question a significantly greater number of teachers were satisfied with pupil response than were average or unsatisfied about it.

Turning now to teacher comments on questionnaire, of the 401 responding, 180 (44.8%) made a specific response as to what did or could help the manner in which the teachers were received by their pupils. There was only one other question that received more comments; therefore, it appears that this is a particularly important area of teacher concern. The distribution of these comments, ignoring race, was 121 satisfactory, 32 average, and 27 unsatisfactory. The largest number of satisfactory responses came from WE teachers (43) and the next largest from BE teachers (36).

The attitude which seems most important if teachers are to be received well by their pupils is what could be called a positive teacher attitude. One black teacher made this representative comment, "What helped was that I went into the classroom with the attitude that my students were just students -- not white and not black... ." A white kindergarten teacher said, "Only one child asked me if I was a new teacher, and I said, 'not really,' and she said 'How come you white?' I said, 'Because God made me that way.' Then I asked why she was black? And she grinned and said, 'God made me that way.'" These are only two examples, but they point up an attitude on the part of the teacher which is both positive and accepting, and which appears significant in facilitating pupil acceptance.

A second important factor for satisfactory reception by the pupils appears to be good prior preparation for the transfer and continued support and help from teachers, pupils, and parents. One black teacher said, "Good and educated statements by the departing teacher about the purpose of all dedicated teachers..." helped him. In the same vein, although they had indicated most pupil reception was positive, teachers mentioned that, "A few days with the 'old' teacher in the classroom situation would have helped... ."

Over all, the satisfactory comments were quite positive and easy to evaluate. On the other hand, the average and unsatisfactory comments on this question were hard to judge because the statements often implied a more positive judgment, or were self-critical. For example, one white teacher who was dissatisfied said in effect that black would have been beautiful for her. She went on to add, "They accepted me by the end of the school year, but it almost took an ulcer to get it that way." Another white teacher felt her reception to be average said, "It has helped me to adjust my thinking and to know them better. Time helped; and as they came to see my goals, and I their ways, we did better."

At the same time, there was bitterness. A black teacher who was dissatisfied said, "A meeting was held prior to my arrival at which time it was agreed to offer stiff opposition." Another black teacher reported, "The situation was considered as average after the name calling period was over." A white teacher said, "Above third grade Negro ghetto children resent white teachers."

Taken together, the overwhelming comments on pupil reception were positive; and as far as any suggestions are concerned, the things that counted the most were positive teacher attitudes and prior staff, parent, and pupil preparation.

Item 2. The manner in which the teachers of the new school received the transferred teachers

Almost all (399) of the teachers responded to the question concerning the reception given by the teachers of the new school. Statistical analysis revealed no significant difference in the way the four groups of teachers perceived their welcome in the new school. However, a large majority were satisfied with their reception: 60% of all teachers reported that their welcome was satisfactory, 28% reported it as average, and 12% found it unsatisfactory. These data suggest that a greater number of teachers were satisfied with the manner in which they had been received into their new school than were dissatisfied.

Only a few unsatisfactory comments were made, even though 144 teachers (36% of those responding) commented in the same manner. Distribution of comments, ignoring race, were 82 satisfactory, 36 average, 26 unsatisfactory. BW teachers showed the highest rate of satisfactory comments (64%), while BB teachers showed the lowest rate (14%).

Four general categories of comments were identified. In the order of response rate these were as follows: (1) professional attitude of school staff, (2) personal attitude of school staff, (3) personality (positive attitude or feeling of professional competence) of the transferring teacher as an adjustment aid, and (4) administrative reactions of principals and departmental chairmen.

Judging from the comments, the most important factor in satisfactory reception of the transferred teacher by the teachers in the new school was the "professional attitude of the school staff." Representative comments indicating satisfactory experiences included, "We treated each other as professional equals" and "The faculty seemed dedicated to the success of the transfer." But a BH teacher commented, "It would have helped if I had been treated as a professional equal."

"Personal attitude of the school staff" followed in order of importance (33% of all comments). Comments tended to fall at extremes of the range with little neutral ground. Examples ranged from "most friendly and helpful," "congenial," "little overt negativism," to "very cold and unfriendly," and "I don't think anything would help these people; they've been led from the cradle to believe they are superior." The sole neutral comment was the plaintive, "They are casually friendly, but I have no friends and am very lonely," as expressed by a WE teacher.

The personality (positive attitude or feeling of professional competence) of the transferred teachers accounted for 16% of all comments. Nearly all were positive. "A smile and a warm 'hello' helped" is typical, but one can entertain little doubt regarding the flexibility of the WE teacher who declared, "I didn't have the inclination to pay much attention to what they did."

Administrative concerns, including the attitudes of principals and departmental chairmen, were the focus of the remaining comments (11%). Favorable comments specifically mentioned positive principal attitudes and the assignment of "buddy teachers"; the lack of "buddy teachers" also was deplored. White teachers, in general, expressed a wish for brief periods for informal socialization during the school day and small-group grade-level meetings. BH teachers led all groups in making unsatisfactory comments. "I was treated by the department chairman as though I were not a member of the department" is an illustration, and there were other suggestions for integrating project and club advisors.

In summary, four general categories of comments were identified. The distribution of comments reflected the distribution of total responses to the questionnaire in that more teachers indicated satisfaction than reported either neutrality or dissatisfaction. Individual personalities, whether of the transferred teacher, his new principal, or colleagues, appeared to be the underlying and unifying elements in all comments. Although comments indicating satisfaction far outweighed negative comments, there was a bitter and acrimonious quality to the latter which made them more vivid and tended to give them an importance and weight which the data did not appear to support.

Furthermore, the analysis of the responses seems to suggest the following as appropriate recommendations:

1. New teachers, particularly those with experience, should be treated as professional equals. A feeling of professional competence on the part of the new teachers, and an emphasis on professionalism by the principal, should help to facilitate overcoming interpersonal differences.
2. Small-group grade-level or department-level conferences and a brief period for informal socialization during the school day may be helpful in enabling teachers to get to know one another. A teacher should have the feeling that he is a valuable contributing member of a team, rather than an isolated custodian locked in with his children from 8:00 a.m. until 3:00 p.m. Principals might consider making this a primary concern in order to have a means for teachers to become more acquainted with each other and for them to have a mechanism to release tensions.
3. Finally, it should be realized that an individual perceives a situation primarily in terms of what he himself brings to that situation, and that these percepts and reactions are shaped by years of daily living which cannot be changed overnight. Accordingly, flexibility should be a professional, as well as a personal, goal.

Item 3. The orientation and assistance given the transferred teachers by the principal of the new school

Similar to the two previous questions, four hundred (400) teachers responded to this question, which concerned the orientation given by the receiving principal. Statistical analysis of the responses revealed a significant difference among the four groups in the way they had perceived the orientation and assistance given by the principals. From the data it appears that the groups contributing primarily to this difference were the BN and WN teachers. The WN teachers had a lower frequency of satisfactory responses than expected, while the BN teachers had a higher frequency of satisfactory responses than expected. However, when these data were evaluated only in terms of frequency of responses in the different response categories, there was a significant difference among responses. The majority of responses fell in the satisfactory category (BE, 76%; WE, 61%; BN, 87%; and WN, 58%). The data strongly suggest that in the case of this question a significantly greater number of teachers were satisfied with the orientation and assistance given by the principal of the new school than were average or unsatisfied in their reactions to the principal's help.

About one-half of the respondents, one hundred and sixty-seven (41.6%) made verbal comments as to what did or could help the manner in which the teachers received orientation and assistance from their new principals. Only three other questions received more comments than this one. The percentage distribution of these comments, ignoring race, was 59% satisfactory, 19% average, and 22% unsatisfactory. The largest percentage of satisfactory responses came from BH teachers (87%), while the next largest came from BE teachers (76%).

An examination of the verbal comments in the satisfactory category indicated that the receiving principals were: helpful, dedicated, honest, accepted the transferred teachers, and were always available for conferences — good administrators. On the other hand, the comments in the unsatisfactory category suggested the following: principals didn't know what to do, were ineffective, and needed better administrative planning and organization -- poor administrators. A white high school teacher said, "The principal is under the delusion that he is running General Motors or some big corporation. He is ensconced in his office, and teachers don't see much of him except as a sort of General-Patton figure, sweeping grandly around the school halls, very Hitler like." One black high school teacher's comment tended to give the direction of many of the black teachers in saying, "...he gave us the expectations of the parents, as well as, his own. He was always available and took a personal interest in me and my work." It is apparent from these comments that a positive attitude and the personal attributes of the principal made the difference in the teachers' perceptions of the new principals' efforts in the orientation and assistance given to them.

A second important factor in achieving satisfactory orientation and assistance appears to be communication, verbal and written. "The principal discussed school policy, lines of communication, and school and community resources as they related to materials, equipment, and individuals." Conversely, the unsatisfied teachers reported that no one cared to tell them "where things were" or "who handles what."

Over all, the satisfactory comments were positive and offered helpful suggestions. Those in the average category were difficult to evaluate, as they tended to encompass the satisfactory and the unsatisfactory categories. Many of the teachers checked two categories, stating "before March 9" and "after March 9," the date of the transfer. Some teachers indirectly expressed deep and hostile emotions as they checked the categories with five or six marks, while others used red; and still others made deep and heavy impressions with their pens, pencils, or typewriters.

Taken together, the greater percentage of comments on orientation and assistance given by the principal were positive and in the satisfactory category. However, the following suggestions seem to be appropriate:

1. That the principals project or develop interpersonal attributes -- including a positive attitude, acceptance of faculty members, interest in their teachers' work and welfare, willingness to listen, open-mindedness, and the like.

2. That the principals exercise a "true" open-door policy, making themselves available for teacher-principal conferences, remaining at the school as much as possible, finding time for personal interviews, and communicating their philosophy and the philosophy of the various schools.

3. That the principals develop, print, distribute, and discuss school policy, lines of communication, and school and community resources, as they relate both to materials and individuals; in other words, develop a school handbook.

4. That the principals develop an administrative theory for each school and exercise it to facilitate planning, organization, and implementation.

5. That the principals spend less time in their respective offices and in the halls and more time in supervision, especially as it relates to aiding teachers with discipline, methodology, and communication.

Item 4. The transferred teachers' classroom discipline in the new school

Most teachers (392) responded to this question. Statistical analysis indicated that the four teacher groups differed significantly from each other in their responses. The data indicate that the teacher groups contributing primarily to the difference were the WB group, which encountered significantly more discipline problems than expected, and the BB group, which reported significantly fewer problems. The majority of responses for all groups except WB fall into the satisfied category (BB, 59%; WB, 32%; BW, 67%; and WW, 59%).

Teachers offered more comments on the question of discipline than on any other item on the questionnaire (234 or 48.3% of those responding). This extensive interest suggests that discipline is a paramount area of teacher concern. Distribution of comments, ignoring race, was 60 satisfactory, 33 average, 74 unsatisfactory. Distribution of comments was at variance with the distribution of total responses to the questionnaire, since more comments occurred in the unsatisfactory category. BH teachers showed the highest rate of satisfactory comments (53%), while WE teachers showed the lowest rate of satisfactory comments (23%).

Four general categories of comments were identified. In the order of response rates these were as follows: (1) administrative concerns — including "backing" by the principal, overcrowded classrooms, need for a uniform discipline policy, and the lateness in the school year of the transfer; (2) cultural differences, (3) methodology; and (4) corporal punishment.

Administrative concerns received the highest rate of comment (40%) from all groups. Nearly all agreed that the lateness in the year of the transfer was detrimental to the establishment of good discipline. Opinion was divided almost evenly, with almost no neutral comment, over the amount of backing received from the principal or assistant principal. "The principal was always available" or "The assistant principal was spineless as a jellyfish" are examples. The need for a uniform discipline policy in both black and white schools was a constant request, particularly from the WE group, although the BH group also voiced this need. "Are Board rules different for blacks?" and "Strong guidelines should be established from kindergarten on," are other examples.

Cultural differences were commented upon most often by the BE group, and these comments were divided between satisfactory and unsatisfactory. "I learned all I could about their backgrounds" and "They like to work together and discuss assignments" are illustrative, as well as "I'd like to see more respect for adults," and "They were permitted to do many things I do not allow in the classroom." WE teachers' comments in this category were next in frequency rate, but these were nearly all classifiable as unsatisfactory, as follows: "Biggest problem was the general noise level," "Students ran wild," "Children took over and roamed the building from 6:45 a.m. to 5:00 p.m." In a more positive vein were comments such as "I needed to understand certain characteristics of behavior such as fighting and sulking which were not directed against me." It might be argued that many of these observations were classifiable as administrative, but many teachers tended to perceive them as racial differences. All groups decried "a lack of respect for adults," which black and white groups tended to regard as characteristic of the opposite race.

Discussions of methodology accounted for 17% of the comments. All were classifiable as satisfactory. BH teachers (the group experiencing the fewest disciplinary problems) had the highest rate of comment here. "Try to be consistent and fair," "For the first time in 16 years I had enough materials to keep them busy," and "Make rules known the first day and don't back down; you can be friendly but firm" are samples.

Specific discussions of corporal punishment accounted for the remainder of the comments. Although many references to corporal punishment were made in the administrative and cultural differences categories, comments were classified under the corporal punishment category when they were not qualified by pleas for uniformity. Elementary groups, both WE and BE, mentioned corporal punishment most frequently and nearly always classified their experiences as unsatisfactory. The BH group did not mention it at all. BE teachers commented, "Corporal punishment would curtail noise," "In many cases paddling once or twice will eliminate the problems," and "I had to find a new technique." Representative WE comments were as follows: "I personally saw every old teacher use corporal punishment," "Black children were taught punishment through fear," and "I wanted to punish physically in the same manner as black teachers but was afraid of recrimination."

In summary, the question of classroom discipline drew a larger number of comments than any other. The WE group reported significantly more discipline problems than expected, while the BH group reported significantly fewer problems. Four general categories of comments were identified. Corporal punishment, although identified as a separate category, was a recurring and prominent theme in the administrative and cultural difference categories. Only the methodology category was free of it. BH (the group reporting fewest disciplinary problems) led all others in commenting on methodology and did not mention corporal punishment at all.

Further attention might appropriately be given to the Board's policy statement on "Discipline and Control of Pupils," (Board Agenda, October 10, 1966), particularly with respect to Section IV, "The Use of Physical Force." This policy appears to be subject to varying interpretations. Questions have arisen as to whether or not "paddling" and "whipping" constitute physical force. Therefore, clarification is needed. The policy statement holds that "The achievement of pupil self-control and self-discipline ... is a primary objective of the schools." The philosophical question arises as to how this objective is to be attained: through outer-directed physical force or through the development of inner controls. Many teachers in the Atlanta Public Schools believe that they have been placed in an untenable position and will continue to believe so until these issues are clarified, and uniform policies are established and followed in all the schools. Once clarification has been made, techniques such as inservice training in behavior modification, small-group discussions with experienced teachers, and an emphasis on methodology may prove to be of value to teachers experiencing difficulty.

Item 5. The achievement of pupils in the new school

The four groups, total 389 respondents, differed significantly from each other in their opinions concerning pupil achievement. In looking at the overall analysis, the significant element causing this difference appears to have been race. The general trend among black teachers was to respond satisfactorily to pupil achievement with a greater-than-expected frequency and to respond unsatisfactorily to pupil achievement with a less-than-expected frequency. White teachers showed the opposite trend. They responded in an unsatisfactory manner to pupil achievement with a frequency greater than expected. In general, it can be said that black teachers were satisfied with pupil achievement while white teachers were dissatisfied.

When these data were analyzed in terms of frequency of responses in the five different response categories, another significant difference was found. The highest frequency of responses was in the satisfactory category (44%); but when this was broken down by teacher groups, there was a clearer picture of from where this percentage came (BE, 68%; WE, 22%; BH, 68%; and WH, 20%). The black teachers were the satisfied ones. About the same percentages of black and white teachers believed pupil achievement was average (BE, 24%; WE, 30%; BH, 21%; and WH, 27%); but white teachers far out-numbered black teachers in unsatisfactory responses (BE, 7%; WE, 47%; BH, 3%; and WH, 47%). Taking all these figures into account, it can be said that black teachers overwhelmingly believed that pupil achievement was either average or satisfactory. On the other hand, only one-half of the white teachers felt this way. The other one-half felt that pupil achievement was unsatisfactory.

Moving now to the comments on this question, 169 or 42.1% of the approximately 400 respondents made comments. This question had the third highest number of comments; consequently, it can be considered an area of particular teacher concern. BH teachers made very few comments in any category concerning achievement (total of 15). The majority of the responses came from the other three groups, but responses were distributed differently among the categories, depending on race. For BE teachers 88.2% commented that pupil achievement was average or satisfactory, while only 43.9% of the WH teachers and only 44.3% of the WE teachers felt this way. Since white teachers were very dissatisfied as a whole and were very vocal about this feeling discussion of comments will be primarily related to their remarks.

One WE teacher, in commenting on her reasons for being dissatisfied with pupil achievement, characterized most of the white-teacher criticisms in the following statements: "What is needed is the development of better discipline and a better self-concept of themselves. Provide sufficient supplies, including texts. Provide a curriculum that stresses basic subjects, omitting a varied curriculum at the elementary level." These comments summarize many criticisms and suggestions. White teachers felt that their new black pupils just plain showed unsatisfactory achievement, especially in the area of reading. In explaining over-all poor achievement, they frequently mentioned poor early instruction, lack of motivation on the part of the pupils and their parents, inadequate supplies and facilities, and too many large classes with the absence of grouping.

Although there were many criticisms by white teachers, the criticisms were predominantly constructive, rather than negativistic in tone. In this important area of pupil achievement it appears that black schools need to be given particular attention in terms of curriculum planning, and instructional supplies and facilities. Perhaps when adequate facilities and supplies are available and utilized by enthusiastic teachers, motivational problems will become less important.

Item 6. Communication between the transferred teachers and the pupils of the new school

The four teacher groups differed significantly from each other in their opinions about communication between themselves and their pupils. The data suggested that communication was most unsatisfactory for WE teachers and most satisfactory for BH teachers. In general, black teachers reported more satisfaction about commication with their pupils than did white teachers.

When the data from the 400 respondents were analyzed in terms of frequency of opinion in the different response categories, this difference was found to be significant. When race was not taken into consideration, 62% of the teachers were satisfied with communication, 26% believed it was average, and 12% were dissatisfied. However, again, these figures varied within groups, with white teachers finding communication with pupils less satisfactory than black teachers.

An analysis of the satisfactory responses revealed the following percentages: BE, 70%; WE, 46%; BH, 84%; and WH, 56%. In terms of unsatisfactory communication, the following figures were found: BE, 3%; WE, 22%; BH, 1%; and WH, 17%. However, it is fair to say in this case that differences along racial lines were not as clear cut as in the question concerning pupil achievement. Of all four of these groups, the WE teachers had the highest percentage of unsatisfactory responses (22%), while only 17% of the WH teachers were of this opinion. The teacher comments more adequately explained what these figures mean.

There were no unsatisfactory comments by black teachers and very few average comments about teacher-pupil communication. Satisfaction on this issue appeared again to be primarily the result of a positive teacher attitude. A few characteristic comments were the following: A BE teacher said, "We worked together." A BH teacher reported "I always find that sincere interest in the learning of my pupils helps." In general, a positive teacher attitude seemed to include such personality traits as being friendly, sharing, being firm, listening, and being open. It also seemed to facilitate communication.

Looking now at white teacher responses, those teachers reporting unsatisfactory teacher-pupil communication seemed primarily to have one common complaint. Their difficulty was a language barrier and cultural differences problem. Although "cultural differences" were never defined specifically, the language barrier seemed to play a large part in those differences. One WH teacher said, "If I could have a course in black dialect... . It was embarrassing to have to ask three times what they said and still not know." There were teachers who felt that communication was average, but who still reported a language barrier. A WE teacher said, "I have learned a lot and understand the dialect and 'underlying meanings' better than I did and really enjoy it, but I still have trouble... ." Perhaps there is some way of helping these teachers to understand black dialect better, but it seems that a large degree of understanding comes best through exposure.

Satisfactory white teacher responses were again best characterized by a positive teacher attitude; for example, "Time and patience (theirs and mine), rewards for good behavior, and some fun together." and another, "Being natural and remembering that if God saw fit to create these kids, each one of them is a VIP."

Satisfactory communication between pupils and teachers, regardless of race, seemed to involve open, friendly cooperation, not only between pupils and teachers, but also among all the individuals concerned with and involved in pupil education.

Item 7. The assistance given to the transferred teachers by other faculty members in the new school

Four hundred and one (401) teachers responded to this question. Statistical analysis showed no significant difference among groups in the amount of assistance given by faculty members in the new school. Slightly more than one-half (59%) of all teachers believed that satisfactory assistance was given, 27% believed that average assistance was given, and 14% believe that unsatisfactory assistance was given. These data suggest that most of the teachers were satisfied with the assistance which they had received.

About one-third of the teachers (125 or 31% of those responding) made comments. The distribution of comments, ignoring race, was 66 satisfactory, 30 average, and 31 unsatisfactory. This suggested that a greater percentage of dissatisfied teachers made comments than did those who perceived assistance as being satisfactory or average. The WH comment rate was higher (48%) than the other groups (WE, 40%; BH, 21%; and BE, 20%).

This question, on assistance, is similar to question two, which dealt with the manner in which the teachers in the new school had received the transferred teachers. The same four general categories of comments emerged: (1) professional attitude of school staff, (2) personal attitude of school staff, (3) personality (positive attitude or feeling of professional competence) of the transferred teacher as an adjustment aid, and (4) administrative assistance by principals and department chairmen.

The professional attitude of the school staff was the category commented upon most frequently by all groups. There were nearly twice as many comments indicating satisfaction as there were neutral or negative comments from all groups. "They went out of their way to help," "Good interaction and rapport in frank discussions," "A joy to work with," and "They shared what little they had" are examples. The neutral comment, "I was given help if I asked; none was offered," and the negative comment, "I was given almost no help with all the new forms and record-keeping systems," are also illustrative.

The personal attitude of the school staff follows in rate of comments. Some teachers from all groups evaluated the amount of assistance given in purely personal terms. Comments here were almost equally divided between satisfactory and unsatisfactory, very few being average. Feelings ran high in this category and examples were vivid. "All were kind," "Had an open attitude," "Very friendly atmosphere," "They thought some of my black would rub off on them," "Was given little help and was treated rudely," and "Many teachers never spoke to the transferred staff" are examples.

The personality of the transferred teacher was an identifiable category in all groups. All groups had comments classifiable as satisfactory. "My own foresight and experience were helpful," and "A friendly approach resulted in friendliness," but the WE group showed a high percentage of negative comments. "Only integration by choice can work" is one example.

Administrative matters, including the efficacy of principals and departmental chairmen, were commented on by all groups. Comments were almost evenly divided between satisfactory and unsatisfactory. Teachers who had been assigned "buddy teachers" commented universally in favor of the system including even those who had not expressed a wish that such an assignment be made. Principals and departmental chairmen received approximately even divisions of favorable and unfavorable comments from all groups.

In general, four categories of comments were identified. Most teachers attributed the amount and the quality of assistance given them to the professionalism of the faculty as a whole. Personal attitudes also were important and tended to obscure the central issue of assistance for some teachers. Finally it is suggested that professionalism should be stressed by principals and administrators, since it appears to help bridge gaps in interpersonal relationships. Moreover, "buddy-teacher" assignments appear to work well. Accordingly, implementation of this system is recommended for those principals who have not tried it.

Item 8. The transferred teachers' understanding of the backgrounds, abilities, and attitudes of the new pupils

All of the teachers except two responded to question eight. When the 399 completed questionnaires concerning the understanding of the backgrounds, abilities, and attitudes of the new pupils were evaluated, it was found that the four groups of teachers differed significantly from each other in their responses. An examination of the data suggested that the groups contributing primarily to these differences were the BE and WE teachers. The BE teachers had a higher frequency of satisfactory responses than expected, while the WE had a lower frequency of satisfactory responses than expected. However, when the data were analyzed only in terms of frequency of responses in the different response categories, there was a significant difference among responses. The majority of the responses fell into the satisfactory category (BH, 74%; BE, 73%; WH, 62%; and WE, 44%). The data strongly suggested that a significantly greater percentage of teachers had satisfactory understandings of their pupils than those who had average or unsatisfactory understandings of them.

About one-third of the 399 teachers (147 or 36.6%) made specific verbal comments as to what had helped or would help in understanding the background, abilities, and attitudes of their new pupils. This question ranked sixth in the number of verbal comments. The distribution of these comments, ignoring race, was 61% satisfactory, 17% average, and 22% unsatisfactory. The largest percentage of satisfactory comments came from the BE teachers (84%), while the next largest percentage came from the WH teachers (72%). Sixty-nine per cent of the BH and 40% of the WE teachers had satisfactory comments. On the other hand, the largest percentage of unsatisfactory comments came from the WE teachers (37%). The BH teachers (25%) were second, with the WH teachers (13%) and the BE teachers (3%) following.

The satisfactory comments for all groups of teachers suggested prior experience as the key to their satisfaction. "Experience in ghetto schools; socioeconomic background of poor white and poor black are much the same." "My growing awareness of 'black pride' was a bonus," stated a white elementary teacher. A black high school teacher said, "Students are students, and my new students were similar to my old ones." A white teacher in a black high school stated, "Poor kids are about the same everywhere." The black elementary teachers found other teachers and the principal to be helpful in developing an understanding of the backgrounds, abilities, and attitudes of their new pupils.

Most of the comments in the unsatisfactory category were related to the element of time; that is, the need of more time. A white elementary teacher said, "I think the administration could have helped by not throwing us into a situation without any background on what to expect. I read several books on background that were helpful." The black elementary teachers who were unsatisfied wanted additional time to learn more about pupils. Self critical comments were noted, "Need more personal experience with the black race, a self-improvement program." There were other comments that received a large frequency among the white elementary teachers, particularly the comment which related to the lack of personal preparation for the change and "lack of experience, especially for ghetto black schools."

Again, an examination of the categorical comments indicated that the overwhelming majority of the comments were positive and satisfactory. However, when the four groups were examined individually, it was noted that the WE teachers had a greater percentage of unsatisfactory experiences in understanding the pupils' backgrounds, abilities, and attitudes than any other group. It appears that personal attributes and prior experience with similar pupils contributed greatly toward the satisfactory experiences of the transferred teachers. However, the following recommendations are suggested:

1. That the Classroom Management Workshop be continued and be modified to include more information regarding the backgrounds, abilities, and attitudes of inner-city pupils.
2. That the teachers have more conferences with their pupils' parents (preferably before conflict situations occur) in order to learn more about family and home situations, expectations, and aspirations.
3. That the schools utilize fully the services of school social workers, psychologists, counselors, visiting teachers, and others in helping classroom teachers to understand their pupils.
4. That the principals develop a "team approach" to education, so that all teachers will see themselves as vital parts of the total program, in which teachers will be helping other teachers.
5. That the teachers involve themselves in personal improvement programs, including the development of positive attitudes toward pupils regardless of their backgrounds, race, or socioeconomic status.
6. That the teachers have individual conferences with pupils, probing into their backgrounds and listening to them as they talk about themselves, their homes, and their aspirations.

Item 9. The instructional media, materials, and equipment provided for teaching the new pupils

Of the 401 questionnaires returned and used for evaluative purposes, 395 (99%) contained responses to the availability and suitability of instructional media, materials, and equipment. Responding were 124 BE, 137 WE, 71 BH, and 64 WH teachers. Evaluation of teacher responses concerning instructional media, materials, and equipment provided for teaching the new pupils revealed that the groups differed significantly in their responses. Accounting for much of the difference were the BE and WE teachers' responses, since the BE teachers had a much higher frequency of satisfactory responses than had been expected, while the WE teachers had a much lower frequency of satisfactory responses than had been expected. Consideration of the response categories — satisfactory, average, and unsatisfactory — and the frequency of responses in each category revealed a significant difference among responses. Most of the responses concerning media, materials, and equipment for teaching were in the satisfactory category (42%), with the next largest number indicating dissatisfaction (30%), while 27% responded in the average category. Responses by groups and categories were: BE teachers 60% satisfactory, 30% average, and 10% unsatisfactory; WE teachers 24% satisfactory, 25% average, and 50% unsatisfactory; BH teachers 43% satisfactory, 32% average, and 24% unsatisfactory; and WH teachers 44% satisfactory, 20% average, and 34% unsatisfactory.

One hundred and sixty-four (164) or 41.5% of the 395 teachers responding, commented on what had helped or would help in the area of instructional media, materials, and equipment provided for teaching the pupils. This question ranked fifth highest in number of comments among the 10 questions. An overall analysis revealed 43 satisfactory, 28 average, and 93 unsatisfactory comments. The largest percentage of satisfactory comments were made by BE teachers, followed by WH teachers. Most of the comments by these two groups of teachers concerned obtaining an adequate supply of instructional materials, noted the degree of availability of these materials for use in classrooms, and indicated that administrators had or had not been helpful in assisting teachers to obtain needed materials.

Comments in the average category represented the smallest percentage for each group except for the BH teachers. They commented that the materials were outdated, that the materials had been taken by the previous teachers or that they had found adequate amounts of materials and supplies.

Most of the dissatisfaction was reported by the WE and WH groups. The major concerns expressed by these groups were: inadequate supplies, inaccessibility of supplies for use, inappropriate supplies, and poor upkeep and maintenance of materials and equipment. Some representative quotes are as follows: "There is too much 'red tape' in trying to get equipment for use in the classroom"; "Great lack in audio-visual materials for ethnic groups other than white"; "Teachers didn't share"; "Many of the books were outdated"; "The teacher before me took the materials to the new school"; principals and/or teachers were or were not helpful in securing materials."

The data suggested that a majority of the WE and WH transferred teachers were not satisfied with the instructional media, materials, and equipment found in their new schools.

Over all the majority of teachers were concerned with the adequacy, appropriateness, availability for use, maintenance and upkeep, and involvement of teachers in selecting and purchasing instructional materials, media, and equipment. This has suggested that within each school the policies and procedures for budgeting and ordering materials, for requisitioning materials and equipment for classroom use, and for keeping equipment in adequate repair should be reviewed and evaluated by the total staff.

Item 10. Getting the pupils of the new school interested in studying and learning

Three hundred and ninety-four (394) teachers (98.3%) responded to this question. Responding were 124 BE, 71 BH, 137 WE, and 62 WH teachers. Analysis of the responses revealed that there was a significant difference in the way the teachers perceived the motivation of their new pupils. It would appear that the BH, BE, and WE teachers accounted for this difference in highly significant ways. The BH and BE teachers indicated significantly more satisfactory responses than had been expected, while the WE teachers indicated fewer satisfactory responses than had been expected.

When analyzing the data in terms of the way the teachers responded under each category, the differences became apparent. The satisfactory category was checked by 61% of BE, 22% of WE, 66% of BH, and 28% of WH teachers. While a larger percentage of WE and WH teachers checked the average category, an even larger per cent (42% WE and 36% WH) indicated dissatisfaction with respect to motivating the new pupils. This indicated that some teachers from all groups (BE, BH, WE, and WH) encountered some difficulty in getting the pupils of the new school interested in studying and learning but that the WE and WH teachers experienced more difficulty than did the BE and BH teachers.

Consideration of the comments made by the teachers on various factors affecting pupil motivation revealed the specific concerns of the teachers. Of the 394 teachers responding, 143 (28%) made comments. The frequency of the teachers' comments on this question ranked eighth. However, such a low ranking does not make this area of any less concern to certain teachers than those questions receiving higher rankings. Of the 143 comments made, 38 (26%) indicated satisfactory, 39 (27%) average, and 66 (47%) unsatisfactory. The largest number of satisfactory comments (14) came from BE teachers, while the next highest number (8) came from WH teachers. The largest number of average comments (21) came from the WE teachers, while the next largest number (10) came from the WH teachers. The largest number of unsatisfactory comments (35) came from the WE teachers, while the next highest number (16) came from the WH teachers.

Generally, all teachers who encountered little difficulty in getting the pupils of the new school interested in studying and learning stated that meaningful involvement of pupils, relevant materials and learning experiences, and the pupils' willingness to learn enhanced motivation. A comment by a WE teacher adequately sums up the views of many teachers when she said, "The children wanted to work."

As has been indicated, a vast majority of the comments made under the unsatisfactory category came from the WE and WH teachers. Most comments reflected genuine efforts on the part of the teachers to express the reality of very difficult situations. The paramount factors cited by these teachers which appeared to impede pupil motivation were the inability to understand disadvantaged pupils, particularly slow learners, and the time of the transfer. Many teachers stated that they would have been better able to inspire pupils to learn if they had begun the year with them.

Obviously, emotions concerning the transfer, particularly so late in the school year, negatively affected the responses. This was evident in comments concerning what would help. Some representative answers were as follows: "They are on welfare, and 'they' do not want to rise out of it" and "Are you kidding? Birds of a feather flock together; otherwise, it's hell forever." Comfort is expressed in the fact that this point of view was not prevalent among the majority of black and white teachers affected by the transfer.

Many teachers expressed anxiety over having to transfer so late in the school year; however, they did transfer and were responsive to change, although it was sometimes painful and difficult.

Finally, if the problems affecting motivation which have been identified by the teachers in the survey are accepted as "realities of urban classrooms," it seems logical that they can be used in some way to improve teaching and learning. The results seem to suggest the need to gear inservice programs not only to improving the knowledge of all teachers, regardless of race, about disadvantaged children, but also to improving the feelings, values, and beliefs of teachers about themselves and about their relationships and responsibilities to all children in the Atlanta Public Schools.

SUMMARY AND CONCLUSIONS

In concluding this report, perhaps it would be well to take an over-all view of the survey to achieve a clear perspective. When the responses of all the transferred teachers were combined, it became clear that the teachers as a total group were definitely more satisfied than dissatisfied, as indicated by more satisfactory than unsatisfactory responses to each of the ten questions on the survey. A clear majority of all the responding teachers were either satisfied or very satisfied in their responses to six of the ten questions as follows: (1) the orientation and assistance given by the principal of the new school, 70 per cent; (2) the manner in which the pupils of the new school received the teachers, 67 per cent; (3) the teachers' understanding of the backgrounds, abilities, and attitudes of the new pupils, 62 per cent; (4) communication between the teachers and the pupils of the new school, 62 per cent; (5) the manner in which the teachers of the new school received the transferred teachers, 60 per cent; and (6) the assistance given the transferred teachers by other teachers, 59 per cent. On the other hand, slightly less than one-half of the transferred teachers were satisfied or very satisfied in their responses to the other four questions as follows: (1) classroom discipline, 44 per cent; (2) pupil achievement, 44 per cent; (3) getting pupils interested, 43 per cent; and (4) instructional media, materials, and equipment, 42 per cent.

Looking at the other side of the picture, it is clear that less than one-third of all the transferred teachers were dissatisfied or very dissatisfied with regard to any of the ten questions on the survey. It was only in response to four of the ten questions that teacher dissatisfaction exceeded 15 per cent as follows: (1) instructional media, materials, and equipment, 30 per cent; (2) pupil achievement, 27 per cent; (3) classroom discipline, 26 per cent; and (4) getting pupils interested, 24 per cent.

While the transferred teachers generally reacted in positive and constructive ways and generally reported satisfaction with regard to the transfer, still problem areas remain which should challenge the best efforts of every one to improve the quality of education in integrated schools. White elementary teachers reported the greatest percentages of dissatisfaction as follows: (1) 50 per cent were dissatisfied with instructional media, materials, and equipment; (2) 47 per cent were dissatisfied with pupil achievement; (3) 42 per cent were dissatisfied with getting pupils interested; and (4) 41 per cent were dissatisfied with classroom discipline. The second most dissatisfied group was the white high school teachers, who reported the following percentages of dissatisfaction: (1) 47 per cent were dissatisfied with pupil achievement; (2) 36 per cent were dissatisfied with getting pupils interested; (3) 34 per cent were dissatisfied with instructional media, materials, and equipment; and (4) 27 per cent were dissatisfied with the principals' orientation and assistance. Perhaps, therefore, this survey will serve to focus attention on certain instructional areas and on certain groups of teachers that particularly need attention or assistance at this time.

Accordingly, Atlanta can take pride in the constructive, professional attitude which has been clearly demonstrated in the responses of the majority of the transferred teachers. At the same time, work remains to be done to assist the teachers in remediating the problems which have been pinpointed by the various questions on the survey.

AP[illegible]IX

QUESTIONNAIRE TO COURT-ORDERED TRANSFERRED ATLANTA TEACHERS * N = 401

(Respondents: B.Elem. 124, W.Elem. 138, B.High 75, W.High 64 = Total 401)

Please check only one response following each of the ten numbered statements below. Then feel free (if you wish) to comment briefly in your own words about each statement, using the blank space provided. Be frank. Do not sign your name. Your honest response should be quite helpful in improving situations and conditions.

Statement		Very Satisfactory / Satisfactory Per Cent	Average Per Cent	Unsatisfactory / Very Unsatisfactory Per Cent
1. The manner in which the pupils of the new school have received me as a transferred teacher has been (check one)	B.Elem.	73	20	7
	W.Elem.	53	28	19
	B.High	84	15	1
	W.High	67	19	14
	Combined	67	22	11

What has helped or would help? ______

* Item not checked: 0 %.

Statement		Very Satisfactory / Satisfactory Per Cent	Average Per Cent	Unsatisfactory / Very Unsatisfactory Per Cent
2. The manner in which the teachers of the new school have received me as a transferred teacher has been (check one)	B.Elem.	62	29	9
	W.Elem.	61	24	14
	B.High	56	32	12
	W.High	59	28	11
	Combined	60	28	12

What has helped or would help? ______

* Item not checked: 0 %.

Statement		Very Satisfactory / Satisfactory Per Cent	Average Per Cent	Unsatisfactory / Very Unsatisfactory Per Cent
3. The orientation and assistance given me by the principal of the new school have been (check one)	B.Elem.	76	18	6
	W.Elem.	61	19	19
	B.High	87	12	1
	W.High	58	15	27
	Combined	70	17	13

What has helped or would help? ______

* Item not checked: 0 %.

Statement		Very Satisfactory / Satisfactory Per Cent	Average Per Cent	Unsatisfactory / Very Unsatisfactory Per Cent
4. My classroom discipline in the new school has been (check one) . . .	B.Elem.	47	32	21
	W.Elem.	29	30	41
	B.High	59	29	5
	W.High	52	17	25
	Combined	44	28	26

What has helped or would help? ______

* Item not checked: 2 %.

Statement		Very Satisfactory / Satisfactory Per Cent	Average Per Cent	Unsatisfactory / Very Unsatisfactory Per Cent
5. The achievement of my pupils in the new school has been (check one)	B.Elem.	68	24	7
	W.Elem.	22	30	47
	B.High	68	21	3
	W.High	20	27	47
	Combined	44	26	27

What has helped or would help? ______

* Item not checked: 3 %.

Statement		Very Satisfactory / Satisfactory Per Cent	Average Per Cent	Unsatisfactory / Very Unsatisfactory Per Cent
6. Communication between me and the pupils of the new school has been (check one)	B.Elem.	70	27	3
	W.Elem.	46	31	22
	B.High	84	15	1
	W.High	56	27	17
	Combined	62	26	12

What has helped or would help? ____________________

* Item not checked: 0 %.

7. The assistance given me (as a transferred teacher) by other faculty members in the new school has been (check one) . . .	B.Elem.	62	29	9
	W.Elem.	53	27	20
	B.High	61	32	7
	W.High	61	17	22
	Combined	59	27	14

What has helped or would help? ____________________

* Item not checked: 0 %.

8. My understanding of the backgrounds, abilities, and attitudes, of my new pupils has been (check one) . . .	B.Elem.	73	23	4
	W.Elem.	44	28	27
	B.High	74	15	11
	W.High	62	22	14
	Combined	62	23	15

What has helped or would help? ____________________

* Item not checked: 0 %.

9. The instructional media, materials, and equipment provided for teaching my new pupils have been (check one)	B.Elem.	60	30	10
	W.Elem.	24	25	50
	B.High	43	32	20
	W.High	44	20	34
	Combined	42	27	30

What has helped or would help? ____________________

* Item not checked: 1 %.

10. Getting the pupils of the new school interested in studying and learning has been (check one)	B.Elem.	61	29	10
	W.Elem.	22	35	42
	B.High	66	25	4
	W.High	28	33	36
	Combined	43	31	24

What has helped or would help? ____________________

* Item not checked: 2 %.

I am a (black _____ or white _____) teacher, who taught in a (predominantly black _____ or predominantly white _____) (elementary _____ or high _____) school in April, 1970 (check one within each parenthesis).

PLEASE RETURN THIS UNSIGNED QUESTIONNAIRE AT THE EARLIEST POSSIBLE DATE. THE RESULTS WILL BE TABULATED AND USED DURING THE WORKSHOP, AUGUST 10-21. YOUR HELP IS APPRECIATED.

TABLE 1

RESPONSES OF 401 TRANSFERRED TEACHERS

	FREQUENCY OF RESPONSES						COMMENTS		
Item	Very Satisfactory and Satisfactory		Average	Unsatisfactory and Very Unsatisfactory		Item Not Checked	Total Comments Per Item	Per Cent of Comments	Rank Order of Items With Comments
1	270	67*	87	44	11*	0	180	44.8	2
2	242	60	111	46	12	2	144	35.9	7
3	282	70	66	52	13	1	167	41.6	4
4	175	44	114	103	26	9	194	48.3	1
5	178	44	105	106	27	12	169	42.1	3
6	249	62	104	47	12	1	130	32.4	9
7	235	59	109	57	14	0	125	31.1	10
8	248	62	92	59	15	2	147	36.6	6
9	167	42	109	119	30	6	164	40.8	5
10	173	43	124	97	24	7	133	33.1	8
Total	2,219		1,021	730		40	1,553	---	--
Per Cent		55	25.5		18	1.0	---	38.7	--

* Numbers in this column are per cents.

ED050186

Enclosed will be found Supportive Data submitted to further clarify the operation of The Equal Educational Opportunities Project, Grant No. OEG-0-9-005015-4638(036), Project No. E-5015.

SECTION A. - Communication Samples of EEO Project
  1) Schedules of Workshops--
    Quality Integrated Education
    Administrators' Workshop
    Black Awareness Workshop
  2) Material about VOICES, INC.
    Brochure
    Fact Sheet About VOICES, INC.
    Lesson Plan Unit on Slavery
  3) Copy of FOR YOUR INFORMATION
    Newsletter of EEO Project
  4) Listing of Loan Materials and
    Books Available from Office of
    Equal Educational Opportunity
  5) Study Guide for the film:
    Black and White: Up-Tight

SECTION B. - Quality Integrated Education

SECTION C. - Minutes of Meetings of EEO Advisory Committee

SECTION E. - Reports of Progress in Staff Integration
  1) The statement of Broad Objective #1 and
    the plan adopted by the Board of Education
    for implementing this objective
  2) Statistical reports
  3) Three pamphlets compiled for the Task Force
    on Staff Desegregation

SECTION D. - Research Conspectus (a summary of the Report of
  the EEO Survey of April, 1970
  Dynamics of Educational Opportunities, A Report
  of the EEO Survey

SECTION F. - Voluntary Inducements for Transfer
  1) Task Force Report of 11/17/70
  2) Task Force Survey of Staff Concerning
    Inducements, 11/25/70
  3) Report of Task Force Survey, 1/4/71
  4) Voluntary Transfer Form Sent to Staff
    Members in January

SECTION G. - School Integration

UD010989

Supportive Data

SECTION A.

Communication Samples of EEO Project

This section contains:

1) Schedules of Workshops--
    - Quality Integrated Education
    - Administrators' Workshop
    - Black Awareness Workshop
2) Material about VOICES, INC.
    - Brochure
    - Fact Sheet About VOICES, INC.
    - Lesson Plan Unit on Slavery
3) Copy of FOR YOUR INFORMATION, Newsletter of EEO Project
4) Listing of Loan Materials and Books Available from Office of Equal Educational Opportunity
5) Study Guide for the film: Black and White: Up-Tight

UD0 10989

WORKSHOP ON QUALITY INTEGRATED EDUCATION

PROGRAM

Monday - June 23, 1969

12:30	Welcome and Orientation Introduction of staff Plans for the Seminars	Thomas Graham
	Remarks - Ohio Department of Education	Robert O. Greer Assistant Superintendent for Urban Education
1:15	"Quality Integrated Education" Opening Remarks	Leo Lucas - Dayton Board of Education
	Progress Report on Voluntary Staff Integration	Homer Royer - Assistant Superintendent for Personnel
2:00	Remarks - U.S. Office of Education, Title IV	Theron Johnson, Regional Director, Title IV
2:30	Coffee Break	
2:45	SRA Sensitivity Training	SRA Staff Donald Cruickshank Arthur Wiggins Charles Galloway Larry Bowen

Tuesday - June 24

12:30	Depriving Children - The Means We Utilize	Charles Glatt
1:35	Discussion Groups	
2:30	Coffee Break	
2:45	Small Group Sensitivity Training	SRA

Wednesday - June 25

12:30	Effects of Integration on Student Progress	Bruce Gansneder
1:30	Discussion (Small Group)	
2:30	Coffee Break	
2:45	Sensitivity Training	SRA

Thursday - June 26

12:30	Progress of Staff Integration in Schools - Problems, Pitfalls, and Benefits	Marvin Fruth

Thursday - June 26 (continued)

1:30	Discussion (Small Group)	
2:30	Coffee Break	
2:45	Sensitivity Training	

Friday - June 27

12:30	Black Thought on Staff and Student Integration	Lawrence Hawkins
1:30	Discussion (Small Group)	
2:30	Coffee Break	
2:45	Sensitivity Training	SRA
4:10	Orientation Toward TAsks to be Completed for Future In-service	

Monday - June 30

12:30	Alternatives to Arbitrary Faculty Assignments	Jack Frymier Arliss Roaden
2:30	Coffee Break	
2:15	Sensitivity Training	
4:15	Behavioral Goals (Small Groups)	

Tuesday - July 1

12:30	Presentation by Community Social Agencies	Harvey Klein
1:45	Coffee Break	
2:00	Sensitivity Training	
4:30	Small Group Projects (Behavioral Goals)	

Wednesday - July 2

12:30	Travel tours of selected school neighborhoods (tentative)	
2:15	Sensitivity Training	
4:30	Small Group Projects (Behavioral Goals)	

Thursday - July 3

12:30	Techniques of Parental Involvement, e.g., Follow Through, Multiple Motivation, etc.	

Thursday - July 3

12:30 Techniques of Parental Involvement, e.g., Follow Through, Multiple Motivation, etc.

2:15 Coffee Break

2:30 Sensitivity Training

Friday - July 4

No Sessions

Monday - July 7

12:30 Working with Faculties - Problems to be Confronted

2:30 Coffee Break

2:45 Small Group Projects - Beginning of formal work on guidebook for principals

Tuesday, July 8 through Thursday - July 10

12:30 Development of guidebook for principals to use later in summer in their own workshops and those sessions prior to the opening of school with their staffs

Friday - July 11

12:30 Final approval by the total task force of all materials developed for in-service sessions to be held in August and September

2:15 Coffee Break

2:30 Wrapup and Discussion of further utilization of the now-trained rask force personnel William Watson

A-1b

DAYTON PUBLIC SCHOOLS
EQUAL EDUCATIONAL OPPORTUNITY PROJECT

Administrators' Workshop
Jefferson Primary School
August 19-20, 1969

Tuesday, August 19, 1969

8:00 A.M. REGISTRATION AND GETTING ACQUAINTED-Multi-Purpose Room

8:30 A.M. GENERAL SESSION-Multi-Purpose Room
Presiding-Helen Ayars, Principal, Gorman School
Wayne Carle, Superintendent of Schools
"The Quest for Quality"
William Levy, President, Dayton Board of Education
"The Board's Commitment to Quality Integrated Education"

9:30 A.M. BREAK

9:45 A.M. GROUP SESSIONS
Administrators-Multi-Purpose Room
Presiding-Donald Oldiges, Associate Director for Research
Lawrence Hawkins, Assistant Superintendent of Cincinnati Public Schools
"School Organization, Staffing Problems, Community Involvement"
Task Force-Galaxy O
Presiding-Marshall Rosensweet, Associate Director for Equal Educational Opportunity
Rudolph Wiggins, Simulation Specialist, S.R.A.
Lawrence Bowen, Simulation Specialist, S.R.A.
"Preparation for Group Dynamics Session"

11:45 A.M. LUNCH ON YOUR OWN

1:00 P.M. GROUP DYNAMICS SESSION-Multi-Purpose Room
Presiding-John Harewood, Administrative Assistant to the Superintendent of Schools
Rudolph Wiggins, Simulation Specialist, S.R.A.
"Orientation for Small Group Dynamics"
Task Force Small Groups-Galaxies and Preparation Rooms
Robert Amos
William Beitzel
Daisy Brown
Emily Gillespie
Barbara Hennessey
Willard Jenkins
Percy Jones
Pauline Kash
Timothy Nealon
Irma Pitman
Linsey Randolph
Marietta Turner
Roberta Weaver
Susan Zimmerman

Tuesday's Schedule Continued

3:00 P.M. GROUP SESSIONS
- Administrators-Multi-Purpose Room
  - Presiding-Phyllis Greer, Director for Equal Educational Opportunity
  - Joseph Rogus, Assistant Superintendent for Instruction
    - "Behavioral Goals"
- Task Force-Galaxy O
  - Evaluation of Small Group Sessions

4:00 P.M. ADJOURN

Wednesday, August 20, 1969

8:00 A.M. GETTING ACQUAINTED-Multi-Purpose Room

8:30 A.M. GENERAL SESSION-Multi-Purpose Room
- Presiding-William Watson, Assistant Superintendent for Urban Education

8:45 A.M. GROUP SESSIONS
- Administrators-Galaxy O
  - Presiding-Thomas Graham, Assistant Superintendent for Personnel
  - Jean Booker, Assistant Principal, Fairview High School
  - Morris Kurtz, Music Teacher, Fairview High School
    - Problem Solving Process
- Task Force-Multi-Purpose Room
  - Presiding-Marguerite Turner, Language Arts Teacher Consultant
  - Marvin Fruth, Professor, University of Wisconsin
    - "Integrated History for a Segregated Society"

10:30 A.M. BREAK

10:45 A.M. GROUP SESSIONS
- Administrators-Galaxy O
  - (Continuation of 8:45 A.M. Session)
- Task Force-Multi-Purpose Room
  - Presiding-Dorothy Kavanaugh, Executive Director for Elementary Education
  - Marvin Fruth, Professor, University of Wisconsin
    - "Role and Function of Administrators"

11:45 A.M. GROUP SESSION
- Administrators-Galaxy O
  - Thomas Tucker, President of Dayton Classroom Teachers Association
    - "Guidelines for In-Service on September 2-3"

12:00 Noon LUNCH ON YOUR OWN

Wednesday's Schedule Continued

1:15 P.M. GROUP SESSION
Administrators-Multi-Purpose Room
Presiding-William Goff, Assistant Superintendent for Pupil Personnel
Charles Glatt, Professor, Ohio State University
"Depriving Children-The Means We Utilize"
Task Force-Galaxy O
Presiding-Robert Weinman, Director of Planning and Development
Rudolph Wiggins, Simulation Specialist, S.R.A.
Lawrence Bowen, Simulation Specialist, S.R.A.
"Preparation for Group Dynamics"

2:30 P.M. GROUP SESSION-Multi-Purpose Room
Presiding-Eugene Hodson, Director for Guidance and Testing
Rudolph Wiggins, Simulation Specialist, S.R.A.
Lawrence Bowen, Simulation Specialist, S.R.A.
"Group Dynamics"

3:30 P.M. GENERAL SESSION-Multi-Purpose Room
Presiding-Wayne Carle, Superintendent of Schools
"Summation"

Note: All central office personnel, project directors, and teachers may attend sessions of their own choosing throughout the workshop.

BLACK AWARENESS

In-Service Teacher Training Workshop

Conducted by

VOICES EDUCATIONAL SERVICE, INC.

Carlson Elementary School, Dayton, Ohio, October 25, 1969

9:00 - 9:15 Coffee and Introduction of Participants

9:15 - 9:45 HISTORICAL OVERVIEW

An introduction to utilizing theater and the arts as teaching tools to develop black self-awareness and self-respect. Published materials used are:

"Opportunity"	Paul Lawrence Dunbar
"Booker T. & W.E.B."	Dudley Randall
"We Have Been Believers"	Margaret Walker

Conducted by: Miss Josephine Jackson

Miss Jackson is a former teacher, and now assistant director of the nation's largest Head Start Agency and a member of Voices, Inc.

Performing personnel include: Joe Darby, Jesse DeVore, Sylvia Jackson, Josephine Jackson, Melvin Jordan, Inez McClendon, and Deforest Ralphael.

9:45 - 10:15 VISUAL AID
"SLAVERY"

This film, produced by National Educational Television in 1965, features Ossie Davis, Ruby Dee, and Voices, Inc. It is based on personal observations of former slaves.

An accompanying study unit will also be introduced and distributed.

The film "Slavery" can be purchased or rented from the Film Institute, Indiana State University, Bloomington, Indiana, via Mrs. Patricia Wetmore.

10:15 - 10:30 UTILIZATION OF BLACK MUSIC
TO TEACH BLACK AWARENESS

Conducted by: Mrs. Inez McClendon

Mrs. McClendon, a member of Voices, Inc., teaches elementary music in one of the first public school black heritage programs. She is a graduate of Montclair State where she is currently pursuing an advanced degree in Negro studies.

10:30 - 11:30 WHY TEACH BLACK AWARENESS?

Documentation --

Techniques --

Objectives --

Conducted by Madelon D. Stent, Ed.D., Chairman, Department of Urban Education, Fordham University, New York City. Dr. Stent is on leave from the City University of New York. She is also President of Urban Education, Inc., a group of educational consultants specializing in school problems.

11:30 - 12:00 GROUP DISCUSSION

Conducted by: Dr. Stent

RESOURCE MATERIALS

BOOKS:

Franklin Watts, Inc., New York

Slavery in the United States, Leonard W. Ingraham
The First Book of the American Negro, Marg Young
The Dred Scott Decision, Frank Latham
The Picture Life of Martin L. King, M. Young
The Picture Life of Ralph J. Bunche, M. Young
The First Book of Jazz, Langston Hughes
Project Cat (Novel), Nellie Burchardt
Reggie's No Good Bird (Novel), Nellie Burchardt
Hooray for Jasper, Betty Horvath
Guillot's African Folk Tales, Rene Guillot
Jasper Makes Music, Betty Horvath

Thomas Y. Crowell Publishing Company, New York

Your Skin and Mine, Paul Showers
Look at Your Eyes, Paul Showers
Straight Hair, Curly Hair, Augusta Goldin

SET OF BOOKS:

The Lincoln Library (Correlated)
Negro history included in the proper chronology in various areas.

PICTURES:

Afro-American Publishing Company, Chicago

Modern Negro Contributors - 24 display prints

FILMSTRIPS:

Encyclopedia Britannica Series - Separate and Unequal

1. Black People in the North
2. Black People in the South
3. Separate, but Equal
4. Bishop Turner - Black Nationalist
5. Booker T. Washington - National Leader
6. The Black Codes

Encyclopedia Britannica Series - Chains of Slavery

1. Harriet Tubman
2. Fred Douglas
3. Black People in the Free North - 1860
4. Black People in the Slave South - 1850
5. Black People in the Civil War
6. Nat Turner's Rebellion

Audio-Visual Educational Kit, Audio-Visual Int., Miami Florida

African Folk Tales

1. Why the Bush Fowl Calls at Dawn - Why the Flies Buzz
2. The Strong Man Who Boasted Too Much
3. The Three Tasks of Mizano
4. The Singing Drum
5. The Magic Drum
6. The Children Who Lived In A Tree

FILMSTRIPS AND RECORDINGS:

Exploding The Myths of Prejudice, Part I & II, Schloat

TO: TEACHERS OF 8TH YEAR SOCIAL STUDIES

FOR YOUR INFORMATION

Although teachers will be supplied with resources and materials for instructional follow-up during the workshop Saturday, October 25, they should provide informational background for listening and relating prior to the performance on October 24. BE SURE TO USE THE MATERIALS AVAILABLE IN EACH SCHOOL.

- The show begins with drums and robes and dances and songs of the African ancestors of today's American Negro. By means of song and dance, it brings the Negro on the slave ship to the cotton fields of the South, through the Civil War, and on to the present struggle to be "free."
- It gives history lessons a bouncy new look.
- Black History Comes Alive!

BOOKS:

Arno Press, Inc.

The American Negro, His History & Literature

Benefic Press

The Progress of the Afro-American

Crowell Publishers

Flight to Freedom
Harriet Tubman

Crown Publishing Co.

A Pictorial History of The Negro in America

Dodd, Mead & Co.

Famous American Negro Poets

Educational Aids Division, International Book Corp.

International Library of Negro Life & History (5 per set)

Alfred A. Knopf, Inc.

From Slavery to Freedom: A History of American Negroes

University of North Carolina Press

The Negro in the American Revolution

Penguin Books, Inc.

Before the Mayflower

PICTURES:

S.V.E.

Negro History (Multi-Media Kit)

FILMSTRIPS AND OTHER MEDIA:

S.V.E.

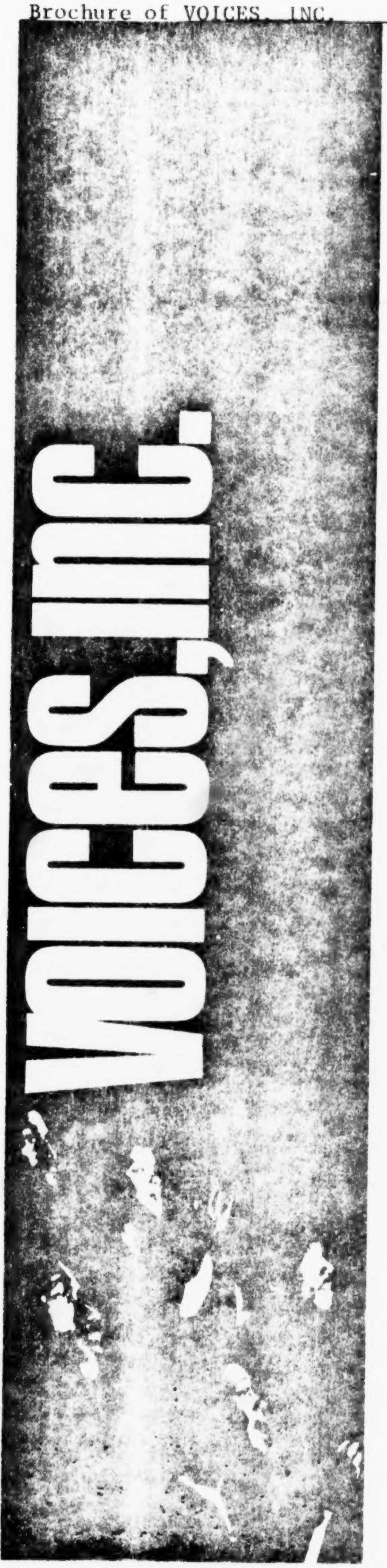
Negro History (Multi-Media Kit)

OUR SUPPLEMENTARY BOOK LIST IN THE AUDIO-VISUAL CATALOG OFFERS OTHER MATERIALS, SOME ARE:

Harriet Tubman
Runaway Slave
Mary McLeod Bethune
The Slave Who Freed Haiti-Touissant L'ouverture
Freedom Train
Africa
Gandhi, Man of Peace
Amos Fortune, Freeman
A Glorious Age in Africa
A Guide to African History
Lift Every Voice
Negro Life and History Collection
Human Relations Collection - Intermediate

A-2a

Brochure of VOICES, INC.



cue

People can lie, but their music can't. And this dazzling theatrical song/saga is joyfully, insistently honest — the deliberate self-caricature just as much as the strident pride. The versatility of the company, a volatile group called Voices, Inc., is staggering, as they sing the Negro all the way from tribal innocence to the contemporary enigma of chained freedom. Music is the voice: the joy of the drums; the pained laughter of the blues; the restrained anger of the work chants; the ambiguous dissonance of today's sounds torn between their conflicting rhythms of violence and love. Go on. It's all right to laugh and stomp and moan-along. It's beautiful.

FACT SHEET FOR VOICES, INC.

I. Performance for 8th grade students will be held in the N.C.R. Auditorium.

a. Performance Time - 9:30 a.m.

b. Bus will pick up students at each school at 9:00 a.m.

II. YOUR SCHOOL

Please:

- Make a sign bearing your school name to place in bus window.
- Be sure that all children have field trip permit slips.
- Be sure of adequate supervision. (We suggest that parents, counselors, Task Force Members, music teachers, or other teachers who can be released be used to assist.)
- KEEP CLASSES TOGETHER.
- BE CONSTANTLY AWARE OF HEAVY TRAFFIC ON MAIN & STEWART STREETS -- CROSS ONLY AT INTERSECTIONS.

III. Busses will drop students off in front of the N.C.R. Auditorium. Busses will park in Fairgrounds parking lot.

IV. Classes will be expected to sit AS A GROUP with teachers and supervisors from school.

V. Principals are invited to attend. We know you are busy, but the experience will be well worth the effort.

VI. NO SEATS ARE ASSIGNED TO SCHOOLS. THEREFORE, AS CLASSES ENTER,THE TEACHER SHOULD LEAD THE GROUP TO THOSE SEATS NEAREST THE FRONT, LEAVING SEATS IN THE BACK FOR THOSE CLASSES WHICH FOLLOW.

VII. FOLLOWING THE PERFORMANCES CLASSES WILL WALK TO THE SOUTH MAIN STREET ENTRANCE OF THE FAIRGROUNDS TO BOARD THEIR SCHOOL BUS. (DON'T FORGET A SIGN BEARING SCHOOL NAME FOR BUS.)

VIII. SELECTION PROCEDURES

Because we can only provide one student performance, it is necessary that each school be allowed to take the number of students to this performance as indicated below. The means of selecting the 8th graders in your building to attend is entirely up to each school.

The number of students in your building who may go to the performance is ________.

VOICES, INC.

DAYTON CITY SCHOOLS

LESSON PLAN STUDY UNIT ON SLAVERY:

The following outline is geared to junior and high school levels. It may be used intact as a full unit, or as a foundation and basic guide for general study according to class needs and abilities.

This unit is for use in conjunction with the film Slavery, produced by the National Television Educational Network as the third part of the series THE HISTORY OF THE NEGRO PEOPLE. The film features Ossie Davis, Ruby Dee and VOICES, INC. It won the Peabody and Thomas A. Edison Foundation awards for 1966, and was first runner-up for the Japan Television Prize in international competition.

The film is one of the teaching aids designed to prepare the students for the assembly appearance of VOICES, INC.

SPECIFIC OBJECTIVES

A. To help children recognize the relationship between the Afro-American and other American citizens.

B. To help students understand how the Afro-American adjusted to environment, and made use of the resources available to him in order to survive.

C. To help students appreciate the part of Afro-American has played in the mainstream of American life.

D. To help Afro-American students gain more inspiration and pride in themselves and their cultural heritage.

E. To bring about more desirable attitudes and behavior patterns as a result of information learned in this unit of experiences.

I. AFRICA AND ITS CULTURE

A. The early culture and civilizations in Africa, prior to the exploitation of European nations, was comparable to the culture of Europe.

1) Africans were using iron implements long before its value was recognized in Europe.

2) Their art and architecture were far advanced beyond the primitive stage.

3) Some of their literature reached the classis stage (for example, TARIKH ES-SOUDAN).

4) In most African Kingdoms, solid forms of government, courts and laws were a part of their daily lives.

5) The existence of a solid philosophy is evidenced through their proverbs.

B. European nations attacked Africa, while enemy tribes within the country rendered her weak by destroying other tribes and kingdoms.

1) The Mohammedans invaded the East Coast of Africa in search of slaves.

2) European nations invaded the African Continent.

a) The Portuguese traded gold dust for slaves, often under the pretext of converting the "heathen" masses.

b) The English came in 1562, under the leadership of John Hawkins and took 100 slaves from Guinea to Santo Domingo.

c) The Dutch brought twenty slaves from Africa to the New World in 1619. (By 1700, The Dutch had taken over most of the lands in Africa that had been claimed by the Portuguese.

II. CAPTURE AND TRANSPORT

A. Slave Trade Corporations

1) The captains of the "slave-runners" (ships) traded with some African chieftans for slaves. Some of the articles given in trade were rum, beads, shells, trinkets, brass and cloth. Most of these items were made in manufacturing centers in England.

2) However, most African slaves were kidnapped and forced into slavery.

3) Slaves were driven from the interior in coffles (chained gangs) to the coast, sometimes having to walk more than a thousand miles.

4) Many of those captured did not endure this march. Those who survived were shackled together in crouching positions, and herded into the holds of the ships.

5) Often, rebellious Africans would start riots on board the ships to avoid enslavement, but various methods were devised to discourage these attempts.

6) Many free Africans committed suicide.

7) The trip across the Atlantic Ocean to the ports of the New World usually lasted for three months. Thousands of Africans did not survive the crossing, which was called the Middle Passage in the slave trade.

8) Slave Traders would generally stop in the West Indies on route to America. Here, they would sell many Africans to the sugar cane plantation owners. Those slaves remaining would then be sold in the markets of the south.

9) In exchange for slaves, the West Indies plantation owners would often give the slavers molasses. The slavers in turn would sell the molasses in American ports where it would be manufactured into rum. (This method of slave-trading from Africa to the West Indies to America and back to Africa was commonly called The Triangle Trade).

III. INTERNAL SLAVE TRADING IN AMERICA

A. As America began to expand toward the southwest, and with the advent of the cotton gin, the need for larger quantities of slaves developed. Slave-holding had become a tremendous business.

B. Slave auction centers in the border states became the source of much revenue.

C. Many slave-owners set up breeding farms to fill the demand for slaves.

IV . THE PLANTATION SYSTEM

A. Plantations varied in size. Some plantations were estates of a few acres, others covered thousands of acres of land.

B. The main residence, or the manager's house (in the absence of the owner) was the center of the administration of the plantation.

C. At a considerable distance from the main house were the homes of the field slaves (the "quarters").

1) These quarters were usually rude, poorly-constructed, one-room, dirt-floor huts, with no protection from the weather.

D. The field slaves worked under masters or overseers in "work gangs".

E. In some instances, a master might run his plantation on a self-governing bases and his slaves would be urged to earn what they could.

F. Generally, however, overseers governed the slaves. Their job was to produce the biggest crop possible, to assign slaves to various chores and to see to it that the plantation was run on a profit-making basis.

G. House slaves were slaves who lived in the main house and were better clothed and fed than the field slaves. Many of the house slaves were taught to read and write English and were trained in special crafts.

V. PROTEST AND INSURRECTION

A. Thousands of slaves protested and revolted against their condition of servitude.

B. One major source of slave uprisings in America was the result of insurrections on the part of captives in Santo Domingue. The news of their success encouraged Afro-Americans to do likewise.

C. Three major revolts were led by Gabriel Prosser in 1800, Denmark Vesey in 1822 and Nat Turner in 1831.

D. The escape route to the north, called the Underground Railroad, was utilized by hundreds of slaves in a desperate bid for freedom.

1) The Underground Railroad was a series of stopping points operated by slave sympathizers.

2) The Quakers were a leading group in assisting and caring for runaway slaves.

3) Harriet Tubman, a slave who had escaped to the north, returned repeatedly to the south leading more than 300 of her brethren to freedom.

E. The Abolitionist Movement held that slavery was contrary to the laws of God and morally evil.

1) Anti-Abolitionists believed that the slave-holder should be protected. They held that slaves were the possessions of their owners.

2) Many great Americans joined the cause for the abolition of slavery:

a. William Lloyd Garrison founded the Liberator in Boston after having been driven out of Baltimore for anti-slavery speeches.

b. Harriet Beecher Stowe wrote Uncle Tom's Cabin which indicted slavery as a massive evil.

c. Soujourner Truth travelled across the country stirring audiences to the cause of freedom for all Americans.

d. Frederick Douglass, a fugitive from Maryland, who became the outstanding Afro-American leader of the 19th century.

VI. THE CIVIL WAR AND EMANCIPATION

A. The issue of slavery was one of the causes of the Civil War.

B. President Abraham Lincoln was neither an abolitionist nor was he pro-slavery. If the Union had been able to end the War without freeing the slaves, the President would most likely have not worked to abolish slavery.

C. Initially, Afro-Americans, whether free or escaped slaves, were not allowed to serve in the Union Army. Following the signing of the Emancipation Proclamation, they were officially accepted into the Army and the Navy.

D. The Emacipation Proclamation did not free all the slaves in America, only those in the states who were still members of the Confereracy as of January 1, 1863. Slavery was not abolished throughout the nation until the passage of the 13th Amendment.

SUGGESTED QUESTIONS AND RESEARCH LEARNING ACTIVITIES FOR SLAVERY UNIT:

1. During the years of the slave trade, what is the estimated number of slaves brought from Africa to America?

2. From what areas of Africa were the majority of the slaves captured?

3. Did any Africans come to the New World before the slave trade started?

4. What role did Alonzo Pedro il Nigro play in Columbus' voyage of 1492?

5. Who was Estivanico? Who was Nuffo de Alamo?

6. In the early days of slavery, were all Africans considered slaves? How did indentured servants differ from slaves?

7. Why were the Africans preferred over Indians as slaves in the American south?

8. How did the coming of the slaves affect the lives of other Americans?

9. What talents, skills and labor did the slave contribute to America?

10. Why was the trans-Atlantic trip from Africa to the New World called the "Middle Passage"?

11. In a slave auction of 1820, what was the dollar worth of a male, a female and a child slave.

12. Compare the insurrections of Gabriel Prosser, Denmark Vesey and Nat Turner. How did they differ in approach and results?

13. What role did the Underground Railroad play in furthering the cause of the Abolitionist Movement?

14. Who were the outstanding Afro-Americans of the Abolitionist Movement? What role did each one play?

15. What were the causes of the Civil War?

16. What role did the free Afro-American play in the Civil War?

17. What role did the slave play in the Civil War?

18. How far did the Emancipation Proclamation go in abolishing slavery in America?

19. Evaluate the 13th, 14th and 15th Amendments. Did these amendments serve the purpose for which they were formed?

20. America is called a "melting pot". How did the Afro-American differ from the other nationalities who immigrated to this country?

RESOURCE MATERIALS

BOOKS:

Franklin Watts, Inc., New York

Slavery in the United States, Leonard W. Ingraham
The First Book of the American Negro, Marg Young
The Dred Scott Decision, Frank Latham
The Picture Life of Martin L. King, M. Young
The Picture Life of Ralph J. Bunche, M. Young
The First Book of Jazz, Langston Hughes
Project Cat (Novel), Nellie Burchardt
Reggie's No Good Bird (Novel), Nellie Burchardt
Hooray for Jasper, Betty Horvath
Guillot's African Folk Tales, Rene Guillot
Jasper Makes Music, Betty Horvath

Thomas Y. Crowell Publishing Company, New York

Your Skin and Mine, Paul Showers
Look at Your Eyes, Paul Showers
Straight Hair, Curly Hair, Augusta Goldin

SET OF BOOKS:

The Lincoln Library (Correlated)
Negro history included in the proper chronology in various areas.

PICTURES:

Afro-American Publishing Company, Chicago

Modern Negro Contributors - 24 display prints

FILMSTRIPS:

Encyclopedia Britannica Series - Separate and Unequal

1. Black People in the North
2. Black People in the South
3. Separate, but Equal
4. Bishop Turner - Black Nationalist
5. Booker T. Washington - National Leader
6. The Black Codes

Encyclopedia Britannica Series - Chains of Slavery

1. Harriet Tubman
2. Fred Douglas
3. Black People in the Free North - 1860
4. Black People in the Slave South - 1850
5. Black People in the Civil War
6. Nat Turner's Rebellion

Audio-Visual Educational Kit, Audio-Visual Int., Miami Florida

African Folk Tales

1. Why the Bush Fowl Calls at Dawn - Why the Flies Buzz
2. The Strong Man Who Boasted Too Much
3. The Three Tasks of Mizano
4. The Singing Drum
5. The Magic Drum
6. The Children Who Lived In A Tree

FILMSTRIPS AND RECORDINGS:

Exploding The Myths of Prejudice, Part I & II, Schloat

FOR YOUR INFORMATION

December 1, 1969

TO: Task Force Members

FROM: The Office of EEO

One of the commitments made at our October 17th Task Force Meeting was to provide for each Task Force Member periodic overviews of pertinent publications in the area of Quality Education and/or Integration.

With this in mind, we would like to call your attention to a very challenging and informative booklet, "Toward Contact Curriculum," by Mario D. Fantini and Gerald Weinstein -(a 1969 publication). In the authors' own words:

> "In this pamphlet we will attempt to move through a series of "from-to." "From" established curricular approaches that avoid contact with the learner "to" those which might have better possibilities. Although it can never be entirely divorced from how it is taught, curriculum is basically what the content should be; the form it should take; the way it is organized, maintained and developed.
>
> When we speak of curriculum, we speak of it in two aspects: functional and developmental. Functional means starting where the child is--in whatever restricted cognitive style he has--and working from that point.
>
> By involvement in this curriculum, he senses the possibility of success based on whatever understandings, styles and experiences the school sets up as his learning tasks. This is the contact stage and we remain here as long as it is necessary to establish a positive relationship between the child and the school. Then, and only then, comes the development stage--the stage in which his immediate world is extended and interrelated with greater and greater portions of the world around him and with ever-increasing ways to interpret that world and to operate in it.
>
> The big mistake most schools have made is in showing reluctance to meet the child in his home territory and then to take him for the ride. Until now we have been asking the child to meet us in our territory and to begin the ride from there. Possibly this is why we have been losing so many passengers psychologically and physically.

Some of the "From -- To" chapters listed are:

1. FROM: A curriculum that is pre-packaged, rigidly scheduled, and uniform throughout a school system.
   TO: One that is flexible and geared to the unique needs of individual schools within the system.

2. FROM: A curriculum that is primarily symbol-based.
   TO: One that is primarily experience-based.

3. FROM: A horizontally programmed disjointed sequence of skills.
   TO: A vertically programmed small-step sequence of skills.

4. FROM: A curriculum that is past-and-future-oriented.
   TO: To one that is immediate-oriented.

5. FROM: A what curriculum.
   TO: A why curriculum.

6. FROM: A completely academic curriculum--(knowing).
   TO: One geared to social participation--(doing).

7. FROM: An antiseptic curriculum.
   TO: One that attempts to explore reality.

8. FROM: Emphasis solely on cognitive, extrinsic content.
   TO: An equal emphasis on affective, inner content.

Each of these chapters provide useable, functional suggestions. Check your school Learning Center or office to see if there is a copy in your building. If not, the booklet can be ordered from:

Anti-Defamation League of B'Nai B'Rith
315 Lexington Avenue
New York, New York 10016

Please share this information with your staff. One of the key notes to good teaching is RELEVANCY.

Milton M. Gordon has begun a series called: Ethnic Groups in American Life Series. This series is planned to be a study of the many racial, ethnic, and religious groups which make up American life. Mr. Gordon has assumed the role of general editor for this series in the hope that the process will enable Americans to understand more fully what it means to live in a multi-ethnic society and "what we must do in the future to eliminate the corrosive and devastating phenomena of prejudice and discrimination and to ensure that a pluralistic society can, at the same time, fulfill its promised destiny of being truly "one nation indivisible."

The first book of this series is "Jewish Americans: Three Generations in a Jewish Community," authored by Goldstein and Goldscheider. The second, "Black Americans," by Alfonso Pinkney will be reviewed in this bulletin. This book has a 1969 publishing date by Prentice Hall, Englewood, New Jersey.

The problem of how people of diverse racial, religious, and nationality backgrounds can live together peaceably and creatively within the same national society is one of the most crucial issues facing mankind, second in its importance only to the overriding problem of international war itself.

The explosion in the 1960's of the Negro's or black American's anger and growing revolt against centuries of white prejudice and discrimination have shocked the nation out of an attitude of mass complacency with regard to ethnic group relations. Now, not only social scientists, academic liberals, and well-meaning humanitarians, many of whom had waged valiant battles against racism before, but also millions of other Americans in all walks of life are becoming aware that to devalue another human being simply on the grounds of his race, religion, or national origins, and to act accordingly, is to strike at the very core of his personality and to create a living legacy of personal hatred and social disorganization.

Mr. Pinkney says: "Relations between black and white Americans have never been amicable, but at few points in history have they been characterized by greater strain than they are at the present time."

Throughout this book the words black and Negro are used interchangeably. The author explains why. Read his preface and discover the rationale behind the use of these two words.

The book, although a sociological study of black people in the United States, is written in lay language and thus is useful not only to the scholar of sociology but to all who seek background in this area. Perhaps the best way to summarize would be to list the table of contents. Each chapter deals with an informational area that is vital to the understanding of the sociological background of black Americans. Select any subtopic in a given chapter and you will find informative reading.

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Take a look at the Table of Contents. Check the area of your concern.
Get Busy!!

Respectfully submitted,

Phyllis B. Greer / jh

(Mrs.) Phyllis B. Greer, Director
Equal Educational Opportunity

PBG/jah

I WILL BE HAPPY TO LEND MY PERSONAL COPY OF THESE BOOKS. PLEASE, BORROWERS, KEEP ONLY ONE WEEK AND RETURN.

A-4

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

WILLIAM H. WATSON
Assistant Superintendent
Urban Education

December 2, 1970

Dear Task Force Members and Workshop Participants:

Enclosed is a listing of materials and books available on loan from The Office of Equal Educational Opportunity.

This listing does not conform to the general format and guidelines for official publications from the Instruction Department.

Perhaps you can use this as a reference source until such time as the correct listing can be sent to your library or learning center.

Sincerely,

Phyllis B. Greer

(Mrs.) Phyllis B. Greer
Director
Equal Educational Opportunity

PBG/jah

Upon request, (by mail, telephone, or personal contact), our office will gladly loan any desired materials for a maximum period of two weeks.

INTEGRATION, CIVIL RIGHTS, and DISCRIMINATION

(BOOKS)

1. The Black Muslims in America by C. Eric Lincoln
2. Race and the News Media by Fisher & Lowenstein
3. Lions In The Way (Fiction) by Bella Rodman
4. Where Do We Go From Here: Chaos or Community? by Martin Luther King, Jr.
5. The Negro In the American Revolution by Benjamin Quarles
6. Racial Isolation In the Public Schools (U.S.Comm. on Civil Rights)
7. Am I A Racist? by Heyer/Monte
8. Race and Intelligence edited by Melvin Tumin
9. Race Awareness In Young Children by Mary Ellen Goodman
10. The History of Violence In America by Hugh Davis Graham and Ted Robert Gurr (A Report to the National Commission on the Causes and Prevention of Violence)
11. Ocean Hill-Brownsville: Schools in Crisis (Popular Library)
12. Rights In Conflict--(The Walker Report to the National Commission on the Causes and Prevention of Violence) Ban-Tam Books
13. The Politics of School Desegregation by Robert L. Crain
14. Report of the National Advisory Commission on Civil Disorders (Ban-Tam Books)
15. Martin Luther King: The Peaceful Warrior by Ed Clayton
16. Martin Luther King, Jr.: A Profile edited by C. Eric Lincoln
17. One Year Later (Urban America, Inc.--The Urban Coalition) An assessment of the nation's responses to the crisis described by the National Advisory Commission on Civil Disorders
18. Triumph In A White Suburb by Reginald Damerell
19. Faculty Research Journal, St. Augustine's College, Raleigh, North Carolina -- Special Issue: School Desegregation
20. Prejudice and Your Child by Kenneth B. Clark
21. The Confrontation (Black Power, Anti-Semitism, and the Myth of Integration) by Max Geltman
22. Strength to Love by Martin Luther King, Jr.

BLACK HISTORY
BOOKS

1. Great Negroes, Past & Present (Afro-American Publishing Company)
2. Africa: It's Empires, Nations & People by Mary Penick Motley
3. The American Negro (Logan, Cohen)
4. Black Americans by Alphonso Pinkney
5. Black History: Lost, Stolen, or Strayed by Otto Lindenmeyer
6. Black History (Doubleday)
7. God's Trombones by James Weldon Johnson
8. The Negro in Our History by Woodson and Wesley
9. Many Shades of Black by Wormley/Fenderson
10. A Glorious Age In Africa by Daniel Chu and Elliot Skinner
11. A Guide to African History by Davidson
12. Time of Trial, Time of Hope by Meltzer and Meier
13. Negroes Who Helped Build America by Madeline Stratton
14. Lift Every Voice by Dorothy Sterling and Benjamin Quarles
15. Matthew Henson by Sheldon Ripley
16. Worth Fighting For by Agnes McCarthy and Lawrence Reddick (A History of the Negro in the U.S. during the Civil War and Reconstruction)
17. Pictorial History of the American Negro

NEGRO LITERATURE
BOOKS

1. Black Voices--An Anthology of Afro-American Literature
2. Complete Poems--Paul Laurence Dunbar
3. Black Misery by Langston Hughes
4. The Poetry of the Negro by Langston Hughes
5. Soon, One Morning (New Writing by American Negroes) Edited by Herbert Hill
6. The Me Nobody Knows by Stephen M. Joseph
7. American Negro Poetry edited by Arna Bontemps
8. William Styron's Nat Turner

PAMPHLETS

I. TEACHER AIDES

a. Role Playing Methods in the Classroom by Mark Chesler and Robert Fox
b. Toward a Contact Curriculum by Mario D. Fantini and Gerald Weinstein
c. Feelings are Facts by Margaret M. Heaton
d. "Getting Along" Series (Brief lessons in character and citizenship education)
    Issue 1. Think of Others
    Issue 2. A Pat on the Back
    3. Why Argue?
    4. The Magic Words
    5. Everybody Makes Mistakes
    6. The Reason for Rules
    7. Breaking Rules
    8. It's All in Your Mind
    9. Human Rights
    10. Why Criticize?
e. Teaching The Young to Love (Theory Into Practice, College of Education, The Ohio State University)
f. Nurturing Individual Potential (From ASCD Seventh Curriculum Research Institute)
g. Theories of Instruction (From ASCD Ninth Curriculum Research Institute)
h. Problems With Parents (Helps for Teachers & Principals)by Emery Stoops
i. Evaluating and Reporting Pupil Progress by John W.M. Rothney
j. Pageant of Words (A Resource Booklet for Teachers)
k. Discovering Poetry with Children by Charlotte S. Huck
l. Intellectual Development--Another Look (From ASCD Eighth Curriculum Research Institute)
m. New Dimensions In Learning--A Multidisciplinary Approach (From Sixth Curriculum Research Institute)
n. Classroom Discipline by Emery Stoops & John Dunworth
o. Classroom Personalities (A Teachers' and Parents' Guide to Handling Personality Problems) by Emery Stoops, Russell Johnson, and Owen Smith
p. The Effect of Windowless Classrooms on Elementary School Children (An environmental case study published by The Architectural Research Laboratory, Department of Architecture, The University of Michigan
q. The Poor, the School, and the P.T.A. (Guidelines for P.T.A.'s in Low Income Communities (National P.T.A.)
r. How Children Develop (The Faculty of University School, The Ohio State University)

PAMPHLETS

II. NEGRO HISTORY

a. A Mark Well Made by Edgar A. Toppin (The Negro Contribution to American Culture)
b. 100 Amazing Facts About the Negro by J.A.Rogers
c. Dunbar House State Memorial (The Ohio Historical Society)
d. Afro-American History: Separate or Interracial? By Meyer Weinberg
e. American Travelers Guide to Negro Monuments (American Oil Co.)
f. American Travelers Guide to Negro History (American Oil Co.)

III. RACIAL ISSUES, INTEGRATION, ETC.

a. Toward a Multi-Racial Society by A. Barrie Pittock
b. What Is Your Racism Quotient by James A. Tillman, Jr. and Mary Norman Tillman
c. Racism In America and How To Combat It (The U.S. Commission on Civil Rights)
d. School Integration (A Comprehensive Classified Bibliography of 3100 references) edited by Meyer Weinberg
e. School Integration in Current Perspective by Thomas Pettigrew
f. The Jim Crow School--North and West (NAACP)
g. Prejudiced--How Do People Get That Way by William VanTil
h. A Primer for Parents (Educating Our Children for Good Human Relations) by Mary Ellen Goodman
i. Prejudice and Society by Earl Raab and Seymour M. Lipset
j. Prejudice In Children: A Conversation with Dr. Spock (Anti-Defamation League of B'Nai B'Rith, N.Y.)
k. The Education Digest, March, 1970 featuring "School Desegregation: Some Impediments and Solutions"
l. Job Discrimination Is Illegal--A Guide to Legal Action by Sharon Leventhal
m. What Is Race? Questions and Answers on the Most Challenging Issue
n. The Black Manifesto by Religious News Service
o. Martin Luther King, Jr. (Vinmar Lithographing Co., Baltimore, Maryland)
p. What We Know About Race by Ashley Montagu

IV. TODAY'S NEGRO

a. Black Power in Dayton, Ohio
b. The Economic Situation of Negroes in the United States (U.S.Department of Labor)
c. Negro American Intelligence by Thomas F. Pettigrew
d. Your Bright Future (Prepared by State of Connecticut, Commission on Human Rights and Opportunities)

S.R.A. INNER-CITY SIMULATION LABORATORY (Shelves 1 & 2)

1. Film Incidents
2. Cumulative Record Cards
3. Data Books
4. Preparing Instructional Objectives
5. Role Play Cards
6. Spirit Masters
7. Director's Guide
8. "We Are Black"
9. "Orientation to Urban Public Schools"
10. Teaching Problems Laboratory
11. Elementary School Progress Records

(Shelf 3)

1. Voices, Inc. (Newark Schools Project)
   Lesson Plan Unit For: ROOTS, AN ANTHOLOGY OF NEGRO MUSIC
2. Voices, Inc. "Black Awareness" Workshop & Tape
3. Administrator's Workshop - August 19-20, 1969
4. Behavioral Goals
5. Quality Integrated Education Workshop
6. Phi Delta Kappa Series:
   a. Inner-City Schools and the Beginning Teacher--A Dialogue by Daniel U. Levine & Russel C. Doll
   b. Effective Administration in Desegregated Schools by James H. Bash & Roger L. Long
   c. Practices and Patterns of Faculty Desegregation by James H. Bash & Thomas J. Morris
   d. Planning and Preparing for Successful School Desegregation by Herbert Wey
   e. Utilizing Community Resources to Implement School Desegregation by James H. Bash & Thomas J. Morris
   f. Effective Teaching in the Desegregated School by James H. Bash
7. Task Force File
8. Books (Urban Development and Poverty:
   a. The Unheavenly City by Edward C. Banfield
   b. The Quality of Urban Life edited by Henry J. Schmandt & Warner Bloomberg, Jr.
   c. The Urban Crisis (A Symposium on the racial problems in the inner city) edited by David McKenna
   d. Action on the Streets (A handbook for inner city youth work) by Frank J. Carney, Hans W. Mattick, and John D. Callaway
   e. The Way It Spozed to Be by James Herndon (A Report on the Classroom War Behind the Crisis in our Schools)
   f. The Unexpected Journey by Mary Verdick (Fiction stories about what's happening now in the heart of the city)
   g. A Relevant War Against Poverty by Kenneth B. Clark & Jeanette Hopkins
   h. Poverty and Health (A Sociological Analysis) edited by John Kosa, Aaron Antonovsky & Irving Kenneth Zola
   i. The High School Revolutionaries (Edited by Marc Libarle and Tom Seligson) Students speak out about their schools, their culture, their politics, and about their war with an America they refuse to inherit

(Shelf 4)

1. Adventures in Negro History
2. Exploding the Myths of Prejudice
3. Multi-Media Kit--Negro History
4. Vimcet Filmstrips (with tapes)
   Selecting Appropriate Educational Objectives (Filmstrip-Tape Program)
   a. Educational Objectives
   b. Systematic Instructional Decision Making
   c. Selecting Appropriate Educational Objectives
   d. Establishing Performance Standards
   e. Appropriate Practice
   f. Perceived Purpose
   g. Evaluation
   h. A Curriculum Rationale
   i. Defining Content for Objectives
   j. Identifying Affective Objectives
   k. Analyzing Learning Outcomes
   l. Knowledge of Results
   m. Teaching Units & Lesson Plans
   n. The Teaching of Reading
   o. Discipline in the Classroom
   p. Modern Measurement Methods
   q. Instructional Supervision
   r. Experimental Designs for School Research
5. Robert and his Family (Record and filmstrip program) Social studies--Negro family; Primary Grades
6. Minorities Have Made America Great (Filmstrip-Record program)
   a. Negroes, Part I
   b. Negroes, Part II
   c. Jews
   d. Italians
   e. Germans
   f. Irish

(Shelves 5 & 6)

Audio-Visual Aides for Negro History (records, illustrated pamphlets, posters, filmstrips, etc.)

1. Biographies of Outstanding Negro Americans (Transparencies - 53)
2. The History of the American Negro (8 filmstrips)
3. Uncle Remus Stories (Record)
4. Portraits (Twentieth Century Americans of Negro Lineage)
5. Afro-American History Posters (Pitman Publishing Co.)
   a. American Revolution
   b. Resistance to Slavery
   c. Abolitionism
   d. Civil War
   e. Emancipation
   f. Southern Reconstruction

   - g. Pathfinders
   - h. Inventors and Scientists
   - i. The Last Frontier
   - j. Labor in an Age of Industrial Growth
   - k. World War I
   - l. 1930's
   - m. World War II
   - n. Twentieth Century Writers
   - o. Civil Rights Crisis
6. Afro-American Posters (Learning Arts Company)
7. They Had A Dream by George Reasons & Sam Patrick
8. Black America's Echoes of the Past
9. Eight Biographies (Daniel Boone, Jean Baptiste Pointe Du Sable, Frederick Douglass, Clara Barton, William C. Handy, Augusta Savage, John F. Kennedy, and Martin Luther King, Jr.) (black and white biographies)

(Shelf 7)

Wisconsin Inventory of Attitudes Toward Race and Social Change (by Marvin Fruth & John Giebink)

STUDY GUIDE
FOR
BLACK & WHITE: UPTIGHT

An Avanti Films Production
Narrated by Robert Culp

Grade Levels:
Junior-Senior High,
College, Adult

Subject Areas:
Social Studies,
Civics/Contemporary
American Problems

(To be kept by teacher and used
for follow-up.)

DAYTON BOARD OF EDUCATION

SYNOPSIS OF FILM

(by Avanti Films)

The myths that perpetuate prejudice against black people in our society and the subtle ways that hate is learned are explored in this film. The social and economic differences that do exist between blacks and whites are caused by historical inequities in education and economic opportunity--and are in some cases even perpetuated by laws. The riots that have erupted in the cities throughout the United States have forced basic issues of injustice to the surface for all Americans to face. There are no easy ways to solve the problems caused by prejudice, but examples are given of areas in which government, business, and black and white people are working together to wipe out the hatred and misunderstanding between the races. This film acquaints the viewer with the subtle and sometimes unconscious manifestations of prejudice as well as the more obvious. It will also encourage the viewer to look more closely at his own attitudes. People often ask today, "What can I do to help?" This film provides some answers.

GENERAL GUIDELINES

1. This film should be used only for groupings as suggested on the cover page.

2. The film must be previewed and the discussion questions thoroughly studied before it can be effectively used.

   It must be kept in mind that the attitudes and prejudicial concepts contained in the film can create negative as well as positive attitudes.

   It is the intent that our use be positive.

3. When used with students, care should be taken to structure preparation for viewing in light of the composition of the group.

4. Before the film starts, inform students that they will see a plethora of statements and actions deliberately staged to emphasize the pervasiveness of racism--its results and attempts to combat it.

5. Beware of letting negative sequences create negative responses. In class discussion, attempt to make certain that ideas held in your class are brought up. You are the best judge of your students' beliefs in such items as: blacks are less intelligent than whites (Little Black Sambo); the blacks comparatively low status is due to lack of ambition and perseverance as other immigrant groups succeeded; blacks cause the value of a neighborhood to deteriorate (stress the importance of the economic factor); black separatism and black power; black/white cooperation.

6. Be sure (this is difficult) that class discussions deal with personal/community issues, not issues somewhere else. As the synopsis states, "This film...will encourage the viewer to look more closely at his own attitude (and) provides some answers to the question 'What can I do to help'."

SUGGESTED QUESTIONS FOR DISCUSSION
(From Avanti Films)

There has been much sociological and psychological research on the nature of prejudice. It would be helpful to have such resource materials* available for students' reference during class discussion. The following questions will help students gain an understanding of what prejudice is and encourage them to look more closely at their attitudes and to speak out against the injustice of discrimination in their areas.

1. Define prejudice and discrimination. How are they different? Is prejudice always negative? Is discrimination always unjust? Is it possible to be prejudiced without discriminating?
2. How important is early training in developing prejudice?
3. Why do you think it is difficult for a prejudiced person to recognize that he is prejudiced?
4. Prejudice is not a problem unique to our country nor is it found only between black and white man. What other kinds of prejudice can you identify?
5. Do you believe it possible for humans to be without prejudice? Explain your answer.
6. What is a ghetto?
7. What are some of the social handicaps of children growing up in a ghetto?
8. What are some of the economic problems of the people living in a ghetto?
9. What is meant by "Black Power"?
10. Discuss the following: There are many ways to manifest prejudice--by criticizing, avoiding contact, discriminating, threatening physical harm, and actually doing physical harm. While most people would do no more than demonstrate their hostility through words, by so doing,

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*Some resource materials are listed on the following page.

QUESTIONS FOR DISCUSSION
(continued)

they make it easier for others to express their hostility through physical violence, i.e., lynchings, pogroms, genocide.

11. What is being done in the ghetto areas of your community to educate and raise the economic level of the people? What groups and organizations are contributing their time and resources to help make equal education, equal jobs, and equal housing a reality? Where and how can you help?

12. Are there advantages to living in a ghetto? Explain.

SOME RESOURCE MATERIALS

BOOKS

Clark, Kenneth B., *Prejudice and Your Child*, Boston: Beacon Press, 1963.

Goodman, Mary Ellen, *Race Awareness in Young Children*, New York: Collier Books, 1964.

Heyer, Robert and Monte, Fortune, *Am I A Racist*, New York: Paulist Press and New York: Association Press, 1969.

PAMPHLETS

"Information is Not Enough," Noar Gertrude, New York: Anti-Defamation League of B'Nai B'Rith.

Illustrates that facts alone--about race, religion, social class and caste structure, distant lands and cultures--are not enough. An outline of how facts plus self-understanding must be used to broaden one's outlook.

"Living With Difference," Noar, Gertrude, New York: Anti-Defamation League of B'Nai B'Rith.

An eloquent and positive statement on the need to accept all kinds of differences whether in the classroom or outside.

"Negro American Intelligence," Pettigrew, Thomas F., Princeton, New Jersey: D. Van Nostrand Company, Inc., 1964.

RESOURCE MATERIALS
(continued)

"Prejudice in Children: A Conversation with Dr. Spock," New York: Anti-Defamation League of B'Nai B'Rith, 1963.

"Prejudice and Society," Freedom Pamphlets Series, Raab, Earl and Lipset, Seymour M., New York: Anti-Defamation League of B'Nai B'Rith, 1959.

"Prejudiced--How Do People Get That Way?" Van Til, William, New York: Anti-Defamation League of B'Nai B'Rith.

"A Primer for Parents (Educating Our Children for Good Human Relations)," Goodman, Mary Ellen, New York: Anti-Defamation League of B'Nai B'Rith, 1963.

"Racism In America and How To Combat It," U.S. Commission on Civil Rights, Washington, D.C., Clearinghouse, Publications, 1970.

"What We Know About 'Race'," Montagu, Ashley, New York: Anti-Defamation League of B'Nai B'Rith, 1967.

FILMSTRIPS

Exploding the Myths of Prejudice, Alpenfels, Dr. Ethel J. & Associates, Pleasantville, New York: Warren Schloat Productions, Inc., 1966.

Minorities Have Made America Great (Negroes, Jews, Italians, Germans, and Irish), Alpenfels, Dr. Ethel J. & Associates, Pleasantville, New York: Warren Schloat Productions, Inc., 1965.

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PREPARED BY:

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Supportive Data

SECTION B

This section contains:

Quality Integrated Education, the document produced by the first Task Force of the Equal Educational Opportunity Project

Dayton Public Schools
TASK FORCE WORKSHOP
June-July 1969

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INTRODUCTION

SUMMARY STATEMENT OF TASK FORCE WORKSHOP

This is a report growing out of a three-week workshop of sixty Dayton school teachers and administrators in June and July, 1969. The first two weeks of our workshop were spent in developing an awareness of conditions in our society which are forcing us to re-examine our motives and attitudes, and to gain insights into changes that are needed to make schools more effective in meeting the needs of children, personnel, and the community. Speakers, whose experience ranged from research to deep and sincere personal commitment and involvement, inspired us to work as individuals, as a Task Force team, and as faculty and administrators for quality integrated education.

Our simulation training recreated and involved us in experiences relevant to inner city schools. As "Pat Taylor" we were exposed to some of the most severe and frequent problems reported by inner city teachers in twelve schools across the nation. We tried to develop alternative solutions to these problems, and in the process our own attitudes were exposed, sometimes painfully. One of the most important aims of both simulation and the workshop experience as a whole was that we become more aware of what we are like as persons by self-examination of our own attitudes, values, and beliefs. Then we asked others how they saw us in a given situation, and we discovered that their perception frequently differed from our own.

At the end of the second week we were a team in a real sense. Frank communication and dialogue, sometimes forced, had removed barriers and we were seeing each other as individuals cooperating to achieve a goal. Faith in others and ourselves replaced mistrust and suspicion; we felt committed to having a part in doing something positive to spread this wholesomeness to others outside our group.

Two weeks of interaction as a group prepared us for the specific task of compiling this booklet which includes suggestions for faculty inservice. We realize that neither principals nor teachers can experience in two days what we did in three weeks, but you will have the entire school year to work together toward goals that will improve schools. To make education in 1969 better than it was in 1968, the process of clarifying goals, then working toward them, then appraising progress, then re-examining the goals, modifying them and clarifying them in the light of the experience and data is a never-ending procedure. But the rewards will be two-fold: a cohesive faculty and clearly defined goals that are pupil-centered.

In today's changing society it is imperative that we, as educators, become active agents of change. We cannot be content with the status quo.

DAYTON BOARD OF EDUCATION STATEMENT OF INTENT

The tenor of our times prompts the Board of Education to restate in simple terms its past practice and present intentions in matters having to do with its role in the harmonious development and creative growth of the total community. For the above reasons this statement of intent is issued:

A. What the best and wisest parent wants for his own child, that must the community want for all its children; therefore, optimum educational opportunities for academic and vocational excellence shall be provided for every child.

B. Every reasonable and constructive measure that can be effected will be taken for the ultimate elimination of racial imbalance in our schools.

C. Recognizing the need for additional and special educational programs for children and parents from culturally deprived neighborhoods, the Board will be particularly sensitive and willing to experiment in such areas.

THEREFORE, BE IT RESOLVED:

1. The Board of Education will seek to achieve a more nearly balanced racial composition within the areas served by its schools.

2. Selection, recruitment, assignment, or appointment of teachers/administrators will be on merit only.

3. Curriculum materials (textbooks, films, teaching aids) shall be used which emphasize the creative and positive contributions made by the various ethnic groups which make up the American People.

4. The Board shall encourage teachers, administrators, and schools to promote dialogue and creative engagement among the varied ethnic and cultural facets of our system.

5. This Board shall actively engage with all governmental, social, and community agencies which aim at implementing the policies stated above.

ADOPTED AUGUST 10, 1967

PROBLEMS OF ACHIEVING QUALITY INTEGRATED EDUCATION

As initial efforts toward the integration of the Dayton City Schools have begun, it is possible to identify the following problems which have resulted from this effort and which demand immediate attention:

1. There is present among a number of administrators anxiety toward the intended changes. This feeling is attributable in good part to uncertainty regarding local implications of the decision upon both the curriculum and staff morale. Personal concern has also been expressed by administrators regarding their own and their teaching staff's ability to relate effectively with all children, parents, and community forces regardless of background.

2. There is present among a number of teachers a lack of understanding of the meaning of quality education, of the need for integrated schools, and of the implications of the term "quality."

3. The integration of pupils creates problems which cannot be attacked effectively unless: (1) there is present in each school a coherent philosophy of teacher functioning; (2) there is a commitment to behavioral goals consistent with that philosophy; and (3) there is a spirit of cooperation characterizing the total effort of individual teaching staffs.

4. There is present within certain segments of the Dayton community a lack of awareness of the values of integrated education. Without an aggressive attack upon this problem, the success of internal education efforts, regardless of quality, will be limited.

5. There is present within the community a lack of understanding of the values of an effective open enrollment policy.

6. School boundaries within the Dayton School District are linked to the neighborhood school concept which results in the segregation pattern prevalent within the system.

7. The movement of the white population of the city to the neighboring suburbs is not likely to abate. As well as providing numerous sound attractions for movement from the city, the suburban areas presently provide a haven for those who desire to avoid involvement with integration efforts. The quality of the city school educational program must be cited as one source responsible for such movement. A continuation of movement will eventually result in total concentration within the center city of a Negro pupulation.

8. There is no force of a cohesive nature to bind together the suburban, private, and city public schools. With present ties, the overall effects of shared workshops, discussions, etc., are most likely to be limited.

9. Over the past ten years, while efforts to desegregate teaching staffs have been made, their effectiveness has been counteracted by forces within certain communities to reject the presence of any teachers who are of racially different backgrounds.

--Proposal for Equal Educational
Opportunity Project, June 1969

TASK FORCE RECOMMENDATIONS

In order to achieve the ultimate goal of quality integrated education, we recommend that all teacher, administrative, and community organizations make public commitments in support of open enrollment and voluntary transfer as first steps in achieving racial balance. We further recommend that all educational and community organizations in the Dayton metropolitan area make strong supportive statements favoring open housing and equal job opportunity.

To initiate this move toward quality integrated education, we, the members of the Task Force commit ourselves to these salutary steps--open enrollment and voluntary transfer--by making ourselves available for transfer and by spearheading programs to insure meaningful experiences for teachers and students who will transfer.

A. Balancing of Staff

We recommend that the Dayton Board of Education consider the following suggestions in the development of policy to attain racial balance:

1. Encouraging short term transfers

2. Allowing released time for teacher visitation

3. Publicizing creative innovative programs

4. Advertising all vacancies as they occur in each school

5. Allowing principals to help in selecting their staffs

6. Pairing schools in the city and/or metropolitan area for varied experiences

7. Establishing faculty administrative councils in each school

8. Implementing the middle school concept to advance quality integrated education.

9. Developing in-service education for teachers transferring to integrated schools

B. Freedom of Enrollment

We recommend the following as possibilities for promoting open enrollment:

1. Forming parents' welcoming committees and/or a buddy system for new enrollees and their parents.
2. Televising open forums involving teachers, parents, and students to create a positive climate regarding open enrollment.
3. Redistricting sports activities in the elementary schools
4. Utilizing newspapers, television, radio and Schoolday to convey positively the advantages of quality integrated education
5. Arranging for pen pals or "tape" pals to open lines of communication among students in different schools
6. Keeping parents informed of programs within specific schools
7. Encouraging classroom visitations between schools

C. Public Relations

To inform the public of the values to be gained by quality integrated education there must be an effective public relations effort using mass media as well as civic organizations, parents, and the school itself to enlighten the community.

The Task Force suggests the following as means of developing community support for quality integrated education:

1. Television and Radio

   Panels with educators and community leaders
   The Phil Donahue Show
   Hot Line
   Conversation Piece
   WHIO Reports

2. Newspapers

   Regular column written by educators
   Series featuring quality integrated education
   Follow-up features on the Task Force

3. Schoolday

Mail to parents
Mail to community businesses

4. Community and Parents

Contact ministers for support
Display symbolic posters
Enlist active support of small businesses
Attend block meetings and community council sessions
Distribute "Fact Sheet" citing advantages and
    progress of quality integrated education
Enlist active support of parents

5. School

Develop sister school program
Involve parents in a specific school activity
Use simulation and role-playing as a springboard
    for small group discussions between parents
    and teachers
Require home visitations or provide for parent-
    teacher conferences at school

D. Children with Special Needs

The Task Force recommends that our school system provide small personal adjustment groups (maximum 10-12 members each) for children with special needs, such as:

Learning disabilities
Behavior problems
Emotional difficulties
Remedial re-inforcement
Potential drop-outs
Neurologically handicapped

Each class unit should be staffed with a teacher, counselor, and clerical assistant.

The total program should include the services of a psychologist, a social worker, and a psychiatric consultant.

Recommendations for placement may be made by a school staff (principal, assistant principal, counselor, teacher, visiting teacher, psychologist, and teacher consultant) after discussion with parents.

The regular school staff and the personal adjustment unit staff will agree on placements.

Units should be set up only as qualified personnel are found to staff the unit.

SUGGESTED GUIDELINES AND MATERIALS FOR FACULTY IN-SERVICE MEETINGS

The Task Force suggests that principals conduct a session similar in content and structure to the Tuesday morning session on Behavioral Goals for faculty inservice on September 2 and 3, 1969. Such a session would serve two purposes: (1) To provide an opportunity for educational planning through the specific task of learning how to write behavioral goals; (2) To bring teachers together in groups small enough for meaningful discussion. Teachers who have problems to solve would become so involved in the process of problem-solving that this interaction would provide a basis for getting to know one another.

Materials for use in a session on writing behavioral goals, including guideposts for observation and operating principles for working with groups to improve instruction, along with other materials, are included in this section.

It is also suggested that principals provide time for discussion on integration for small groups of 10-15 members each. Discussion leaders from outside the community, consultants, and community leaders could be called upon to serve as resource people if the faculty cannot "go it alone." Changes in attitudes can best be effected by person-to-person contacts. Perhaps such groups could be set up during the two-day inservice and continued throughout the year. They could create a climate for honesty and could result in better relationships among faculty members.

A. Guidelines for Observing Faculty Group Interaction

1. Group Characteristics

a. Background

(1) Was the pre-meeting orientation of the members adequate?

(2) What are the salient characteristics about the composition of the group?

(3) Is the physical setting conducive to effective group functioning?

b. Participation

  (1) How much of the talking is done by the leader; by various members?

  (2) Does over-participation by some seem to keep others from participation?

  (3) To whom are questions or comments usually addressed?

  (4) How appropriate are contributions in relation to (a) the topic, and (b) group needs and growth?

c. Communication

  (1) How clear are the members in expressing their ideas?

  (2) How well does everyone understand what is going on?

  (3) What factors, if any, contribute to misunderstanding?

d. Cohesion

  (1) How well is the group working as a team?

  (2) What sub-groups exist and how do they affect the group?

  (3) What evidences are there of interest or a lack of interest on the part of the members in what the group is doing?

e. Atmosphere

  (1) Would you characterize the group as cool, lukewarm, or friendly; tense or relaxed; restrained or open?

  (2) How free do members feel to express themselves?

f. Group standards

  (1) Has the group developed a code of ethics for its own operation (sense of responsibility; self-discipline; tolerance of differences; etc.)?

  (2) Is there any marked deviation from these standards in individual behavior? With what effect?

g. Sociometric pattern

(1) Which members seem to identify with and support one another?

(2) Which members seem repeatedly to be at odds?

2. Membership (and Leadership) Functions

a. Task functions--(Behavior which helps the group move ahead on its tasks to get things done.) Which are being performed effectively? Which are missing?

(1) Initiating--suggesting new ideas or a changed way of looking at the group problem or goal.

(2) Information-seeking--asking for relevant facts or authoritative information.

(3) Clarifying--probing for meaning and understanding.

(4) Information-giving--providing relevant and authoritative information or relating personal experience pertinent to the group task.

(5) Opinion-giving--stating pertinent belief or opinion about a suggestion made or about alternative suggestions.

(6) Elaborating--spelling out ideas in terms of examples or larger meanings.

(7) Coordinating--showing or clarifying the relationships among various ideas, trying to pull ideas and suggestions together.

(8) Orienting--defining the progress of the discussion with respect to its goals, or raising questions about the direction which the discussion is taking.

b. Group building and maintenance functions (Behavior which helps develop a favorable climate in the group.)

(1) Encouraging--being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting contributions of others.

(2) Mediating--harmonizing, conciliating, differences in points of view, making compromises.

(3) Gate-keeping--trying to make it possible for another member to make a contribution by saying,

"We haven't heard anything from Jim yet," or suggesting limited talking time for everyone so that all will have a chance to be heard.

(4) Standard setting--expressing standards for group to use in choosing its subject matter or procedures.

(5) Following--going along with the group, somewhat passively accepting the ideas of others, serving as audience during group discussion.

(6) Relieving tension--draining off negative feeling by jesting or throwing oil on troubled waters, putting a tense situation in wider context.

c. Behavior which may not contribute to group. Attempts by members to satisfy "individual" needs which are irrelevant to the task and usually destructive to group building and maintenance.

(1) Being aggressive--working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.

(2) Blocking--interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without considering.

(3) Seeking recognition--attempting to call attention to one's self by excessive talking, extreme ideas, boasting.

(4) Social-pleading--introducing or supporting ideas related to one's own pet concerns, or philosophies, attempting to speak for "the grass roots," "the housewife," "the common man," etc.

(5) Withdrawing--acting indifferent or passive, resorting to excessive formality, doodling, whispering to others.

(6) Dominating--trying to assert authority in manipulating the group or certain members of it, by "pulling rank," giving directions authoritatively, interrupting contributions of others.

B. Suggestions for Working with Groups to Improve Instruction

Operating Principles	Illustrative Practices
1. Curriculum change involves a change in the human relations structure in the school	Give many kinds of opportunities for teachers to participate in professional group activities
	Analyze the kind of informal group decision-making that goes on in your school
	Substitute for the teacher on occasion
	Utilize for in-service education teachers who have attended institutes
2. The goals of group work should be clearly established	Review often the goals the group has decided upon
	Encourage a group studying the curriculum to change its goals if necessary
	Analyze with the group what suggested goals will mean by way of study
	State goals in specific (behavioral) terms
3. Group work for the improvement of instruction should focus on the problems of the people concerned	Accept all problems teachers list, helping them to decide as a group which ones to select
	Use open-ended questionnaire to uncover teachers' concerns for study
	Analyze problems into sub-topics
	Encourage individual schools and teachers to use new materials, try out ideas, experiment
4. Group work involves cooperative decision-making and the acceptance of these group decisions by those in authority	Begin decision-making with more concrete immediate decisions
	Work as a member of a study group
	Use teacher leadership for committees and study groups
	Carry out all decisions made by faculty as a group, if at all possible

5. In group work, the individuals and their contributions are accepted as being of worth	Use an observer in group meetings At times analyze the group process yourself when a teacher serves as leader Accept beginning teachers' ideas and encourage them to participate Help teachers use group process evaluation with their classes
6. In-service education recognizes differences among teachers	Plan special group activities for beginning teachers Ask experienced teachers to lead such groups Plan in-service education program for school leaders Seek community and area resources for in-service education
7. Group study leads to tangible results	Have groups plan programs for new teachers Use child study of individual cases for which some plan of action is needed Produce and try out as they are being produced units of work or teacher-made instructional materials Use action research projects to improve instruction
8. Evaluation should be an integral part of curriculum study	Test in individual classrooms ideas being studied Help curriculum study groups gather pertinent data about pupils and the community Build evaluation into any group study conducted Develop some plan of continuously gathering data evaluation of curriculum study

9.	We cannot change people; we can only provide situations in which it is easier for them to change	Make time available in school day for group study Arrange classroom visitations with other teachers or schools Arrange for teachers to participate in classroom behavior study Secure funds for some desired experimentation Arrange for team teaching situation Help teachers solve their own problems

C. Systematic Plan for Group Development and Implementation of Meaningful Objectives and Goals

1. Problem Description

   Faculty and/or administrative germ

2. Behavioral Goal Definition must succeed in communicating the intent

   a. Identify terminal behavior by name (What learner will be doing)

   b. Describe important conditions under which the behavior will be expected to occur

   c. Specify criteria of acceptable performance

3. Plan strategy to Effectuate Behavioral Goals

   a. Mager's method (This plan is useful if there are no foreseeable pressures that may be created by the implementation of the stated goal.)

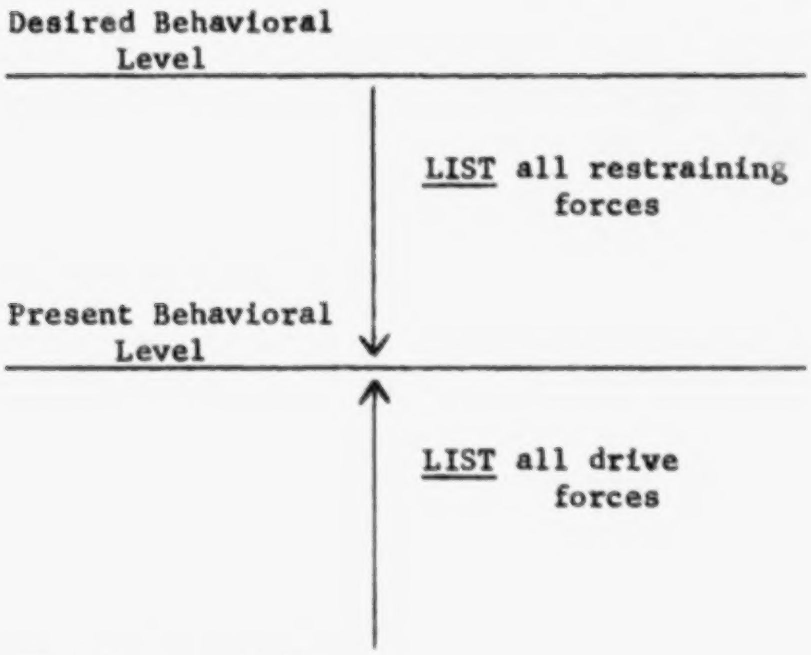
      (1) Accumulation of strategies for each goal

      (2) Act on each goal

      (3) Evaluate results for each goal (January 23 and June 7)

   b. Kirt Lewin's Force Field (This plan is useful if pressures may be created by implementation of goal.)

(1) Problem diagnosis


Desired Behavioral Level
LIST all restraining forces
Present Behavioral Level
LIST all drive forces

(2) Entry selection

    (a) Choose the restraining or drive force which will create the least static and tension

(3) Strategy accumulation

(4) Strategy selection (choose the strategy most likely to succeed.)

(5) Act

(6) Evaluation

    (a) If failure is obvious, choose another strategy and resume action

    (b) If successful, choose another entry from restraining force or drive force and redo process

(7) This plan of action is reconstructed as many times as necessary to relieve most, if not all, of the pressures created by the restraining forces, and satisfy the desires of the drive forces, to the end that the goal has been concretely attained

(8) Evaluate total results of goal, January 23 and June 7

D. Evaluation Work Sheet for Achieving Behavioral Goals

A very important part of the developmental process is evaluation. Many good programs have been scrapped because of a lack of meaningful evaluating techniques, a lack of administrative continuing interest, a lack of support, a lack of materials, or a lack of a salvage process. An idea may not be entirely successful; however, many points of value may be salvaged from it, and a new approach might be determined.

In order to aid schools in evaluating their programs, two sets of forms have been provided. One set, marked "Principal," is to be used by the school for a continuing evaluation. The other set, marked "E.E.O. COPY," is to be completed and returned to the Director of E.E.O. by January 23, 1970, and by June 7, 1970.

EVALUATION WORK SHEET

SCHOOL________________________

A. Behavioral goal #_____

B. Is the proposed behavioral goal consistent with the philsophy of the institution as stated?

Yes_______ No_______

C. Strategy and/or implementation of behavioral goal.

D. January 23, 1970

To what extent has the proposed path of action led to the anticipated outcome?

E. June 7, 1970

Has the goal been successfully attained?

Yes_______ In Part_______ No_______

To what do you attribute this success or failure?

EVALUATION WORK SHEET

SCHOOL________________

A. Behavioral goal #_____

During an assembly, students will not talk while the program is in progress

B. Is the proposed behavioral goal consistent with the philosophy of the institution as stated?

Yes X No_____

C. Strategy and/or implementation of behavioral goal.

1. Teachers will sit with their class during an assembly.
2. All unassigned teachers (special teachers and teachers with no class at time of assembly) will stand at the side of the auditorium.
3. Program information will be sent to teachers so that students can be prepared for the assembly.
4. Assembly programs of greater student appeal will be chosen.

D. January 23, 1970

To what extent has the proposed path of action led to the anticipated outcome?

1. The students have been much quieter and more attentive during the assembly programs.

E. June 7, 1970

Has the goal been successfully attained?

Yes X In Part_____ No_____

To what do you attribute this success or failure?

The efforts made toward developing programs with more student appeal, and greater student preparation for the assemblies have helped us reach our goal even more, perhaps, than teacher patrol during the program

RESOURCES

A. SRA Inner-City Simulation Laboratory

1. Dimensions of the Laboratory

   a. Overview: An inner-city elementary school is re-created wherein participants assume the role of Pat Taylor, a sixth-grade teacher, and practice solving classroom problems. Each problem is presented either on film, through role plays, as a playlet, as a written incident, or as some combination. Prior to the presentation of classroom problems, participants are oriented to the community and school in which they will work. The simulation experience is designed basically to help reduce the "reality shock" experienced by teachers who wish to work with the disadvantaged but are poorly equipped to do so.

   b. Uses of the Simulation Experience

      (1) Preservice and/or In-service Programs:

         (a) A summer or September experience for teachers new to the city school district

         (b) A complete yearlong in-service program

         (c) A selected part of a broad in-service program that deals with the teaching of the disadvantaged

      (2) Screening applicants for teaching positions to reveal how a teacher-to-be will behave in the classroom

      (3) Utilization with Future Teachers of America groups

      (4) Use with PTA or other community groups to present a slice of teaching life

      (5) Reacquaint administrators with the realities of the classroom

(6) Permit students in inner-city classrooms to observe the incidents, describe them from their point of view, and then suggest what the school and the students can do to reduce or eliminate such problems

c. Components

(1) Director's Unit

(a) Filmstrips and long playing records: Two orientations

(b) Movies: Fourteen sound-and-color presentations of critical incidents

(c) Role-play cards: Eleven problem-solving incidents

(d) Book of spirit masters: Fifty-eight masters to be used with each of 34 incidents and both orientation sessions

(e) Simulation Director's Guide

(2) Participant's Unit

(a) Data book: Resource materials needed to establish context

(b) Cumulative record folders: One for each of 32 students

1. Specific Contents of Director's Guide

a. Suggested schedules for two-week or year-long inservice program

b. Role of the simulation director (includes behavioral outcomes)

c. Problems of evaluation (includes behavioral changes)

d. Interpretation of materials

(1) Starting the laboratory

(a) Physical setting

(b) Equipment needs

(c) Orienting the participants

        - (2) Orientations sessions
        - (3) Faculty handbook
        - (4) Thumbnail sketches of Pat Taylor's 32 students
    - e. Guide to the incidents
    - f. Appendix: Additional problem statements

B. How Task Force Members May Be Utilized

- 1. Inservice and/or staff meetings
    - a. Paired faculty meetings (sister schools or inner city and perimeter schools) with Task Force members as directors of SRA Inner-City Simulation Laboratory
    - b. Procedure: View an incident

      Small group discussion and interaction

      Self-assessment
- 2. Integrated Task Force teams
    - a. Assist as resource persons in group session with faculties upon the request of principals or central office staff
    - b. Recommend relevant articles in books or periodicals
    - c. Help to identify and clarify problems
- 3. Actively support the Assistant Superintendent for Urban Education

C. Members of Task Force on Quality Integrated Education

Amos, Robert W.
Ayars, Helen M.
Beitzel, William F.
Birt, Francis M.
Bolds, Priscilla D.
Booker, Jean D.
Bowers, Gwendolyn
Brown, Daisy E.
Brown, Doris J.
Bullock, Anita
Caldwell, Lucy E.
Chambers, Genette C.
Clark, Frederick K.
Cromer, P. Barton
Dansby, Dennis M.
Decker, Ronald F.
Dunn, Beatrice J.
Garst, Lawrence A.
Gillespie, Emily V.
Hanby, James E.
Harris, Sarah E.
Hennessey, Barbara J.
Hobson, Richard D.
Jenkins, Willard L.
Jones, James R.
Jones, Percy
Kaenzig, Mary B.
Kahn, Stephen
Kash, Pauline
Kilgore, Josephine
King, Phyllis A.
Kreitzer, Janice L.
Kurtz, Morris B.
LaMendola, Robert A.
Littler, Ernest E.
McCloria, Thomas C.
Mapel, Brenda M.
Matthews, Lloyd H.
Moore, Ellan
Moyler, Carl E.
Myers, Joyce C.
Nealon, Timothy J.
Nealy, Gloria W.
O'Dell, Marjorie A.
Pitman, Irma A.
Pontisso, John L.
Randolph, Lindsey
Redmond, Emma H.
Reinicke, Dorothy A.
Remer, Sharon L.
Rice, Tony R.
Rivers, Charles N.
Routson, Leslie H.
Starks, Janie L.
Taylor, Frances T.
Taylor, Vashti
Tilton, John O.
Turner, Marietta E.
Turpin, Geneva C.
Weaver, Roberta B.
Wesley, Willena
Whitaker, James L.
Zimmerman, Susan B.
Crawford, Harriett
Sister Rose Agnes
Sister Donna Blaul

Mrs. Phyllis Greer, Project Director
Equal Educational Opportunity

Marshall Rosensweet, Associate Director
Equal Educational Opportunity

CONCLUSION

In order to insure the continuation of the concept of public education and, indeed, the survival of our nation, the Task Force recognizes the urgency of providing quality integrated education for all students in the Dayton School District from pre-school through grade twelve. Through education we can change attitudes and internal feelings so that students will grow up with an in-depth understanding, appreciation and acceptance of racial and cultural differences and similarities. These goals can only be achieved by commitment to the fact that integration is morally and legally right.

Given the present situation in our school district, the Task Force resolves (1) that total integration includes racially balancing student and adult personnel so that racial equality will be evidenced by the variety of roles which are played by both non-minority and minority people; (2) that total integration includes preparation of curricula and the selection of instructional materials which reflect the multi-racial composition of our society; and (3) that total integration includes multi-racial participation in all co-curricular activities which are sponsored by schools.

The Task Force commits itself actively to changes which will result in the development of positive racial attitudes and thus to the ideal of quality integrated education.

ACKNOWLEDGMENTS

Extension of thanks to the following persons who helped to make the 1969 Task Force on Quality Integrated Education in Dayton, Ohio, an unusual experience on June 23-July 11, 1969:

- Mr. Larry Bowen
- Mrs. Anita Bullock
- Mr. Ed.Campbell
- Mr. William Chamberlin
- Dr. Donald Cruickshank
- Dr. Marvin Fruth
- Dr. Jack Frymier
- Dr. Charles Glatt
- Dr. Bruce Gonsneder
- Dr. Thomas Graham
- Dr. Robert O. Greer
- Dr. Lawrence Hawkins
- Mr. Theron Johnson
- Mr. Leo Lucas
- Dr. Donald Oldiges
- Miss Irma Pitman
- Dr. Arliss Roaden
- Dr. Joseph Rogus
- Mr. Homer Royer
- Mrs. Rosanna Scherer
- Mrs. Mary Lou Smith
- Miss Marguerite Turner
- Mrs. Marietta Turner
- Mrs. Willetta Weatherford
- Mr. Arthur Wiggins
- Mr. Dave Williams

GRATEFUL ACKNOWLEDGMENTS are due the Resource Persons whose unique talents have enriched our In-Service Program for Principals on August 19-20, 1969:

Dr. Wayne Carle, Superintendent of Schools, Dayton, Ohio

Mrs. Wertha Dugger, Principal, Jefferson Primary School, Dayton, Ohio

Dr. Marvin Fruth, Professor, University of Wisconsin

Dr. Charles Glatt, Faculty of Educational Development, Ohio State University

Dr. Lawrence Hawkins, Assistant Superintendent of Schools, Cincinnati, Ohio

Dr. Donald Oldiges, Associate Director for Educational Research, Dayton Public Schools

Miss Margaret Peters, Consultant, Dayton Public Schools

Dr. Joseph Rogus, Assistant Superintendent for Instruction, Dayton, Ohio

Dr. William Watson, Assistant Superintendent for Urban Education, Dayton, Ohio

Rudolph Wiggins, Graduate School, Ohio State University,
Simulation Laboratory Materials, S.R.A.

Larry Bowen, Graduate School, Ohio State University,
Simulation Laboratory Materials, S.R.A.

Members of the Task Force

ED050186

Supportive Data

SECTION C

Minutes of Meetings of EEO Advisory Committee

UD010989

MINUTES
E.E.O. ADVISORY COMMITTEE MEETING
DECEMBER 11, 1969

PRESENT:

Dr. Roger Taylor	Mrs. John Fulton
Mr. Percy Vera	Rev. Louis C. Speller
Mrs. Jane Patterson	Mrs. Richard Levin
Mrs. Edie Slutzker	Mrs. Winslow
Dr. Berkeley Slutzker	Mr. Joseph Martin
Mr. Robert Giltnane	(Mr. Ed King) Not in attendance

Mark Smith, a member of The Ohio State University Facilities Study Team was introduced and gave a brief overview of their duties for the Dayton Board of Education.

Mrs. Slutzker reported on the San Francisco Desegregation Plan. She pointed out that 50% of the youngsters walk to school. The cost is very prohibitive, needing Federal and/or state funds to make it feasible, and that parents are not able to work in one school as their children will be in many schools.

Dr. Slutzker introduced the concept of open schools or magnet schools. He pointed out that these schools could be established in various parts of the city and would have specialized programs that other schools would not have.

Rev. Speller pointed out that youngsters from lower socio-economic areas will not go out of their district in response to Dr. Slutzker's idea. Rev. Speller also pointed out that cluster schools will not improve racial balance.

Joseph Martin reiterated what Rev. Speller had said that non-achieving students in low socio-economic areas are not motivated to attend a school out of their district regardless of the program that it offers.

Mrs. Levin gave a resume of the Seattle Plan. She pointed out that they brought in the top people in the country to help them develop their plans. A feature of the Seattle Plan is the Education Center. The cost, however, is extremely high and would need Federal and/or state help to be financed. Another feature of the Education Center is its research facilities.

Bob Giltnane pointed out that Patterson Co-Op does not have racial problems because the students attend Patterson Co-Op out of choice. He emphasized the point that forced integration will meet resistance whereas integration by choice will not meet resistance.

Mrs. Patterson and Mrs. Winslow presented features of the Rochester Plan. The outstanding feature of this plan is that inner-city youth are attending schools in surrounding suburban communities and students from the suburban school districts are attending school in Rochester's inner city.

It was suggested that student exchanges between schools in our own system be effected before we attempt to develop an exchange program with surrounding communities.

The next meeting of this committee will convene January 8 at 10:00 A.M. at the Dayton Board of Education building. The agenda will include an overview of those desegregation plans not formerly presented and a presentation from Mr. Smith concerning his findings in our secondary schools.

Respectfully submitted,

Marshall Rosensweet
Associate Director
Equal Educational Opportunity

MAR/jah

C-2

MINUTES
E.E.O. ADVISORY COMMITTEE MEETING
JANUARY 8, 1970

PRESENT:

Dr. Berkeley Slutzker
Mrs. Edie Slutzker
Mr. Percy Vera
Mrs. Richard Levin
Mrs. John Margolis
Mr. Joseph Martin
Rev. Louis C. Speller
Dr. Roger Taylor
Mrs. John Fulton
Mr. Ed King
Mr. Mark Smith

Mark Smith, a member of The Ohio State University Survey Team, presented his findings relating to the high schools. He gave a report on each high school emphasizing the physical adequacies and inadequacies. He pointed out that further investigation will reveal findings relating to curriculum and each school plant. Mr. Smith indicated that, generally, our high schools are in reasonably good shape with three (3) exceptions: Those being Kiser, Roosevelt, and Stivers where much is needed at the earliest possible time. Additionally, it was pointed out that for most of our high schools, the sites are much too small. The most apparent improvement in facilities needed is in the area of Vocational Education.

Dr. Slutzker suggested that the study now being conducted by Ohio State should include information indicating how schools are utilized outside the normal school hours.

Commenting on the minutes from the previous meeting (12/11/69), Rev. Speller emphasized the importance of a community school as a means of not only improving the learning environment, but also as a means of helping a Magnet school approach become workable. He further pointed out that a pilot community school program at Ruskin Elementary School is now in progress. If successful, the approach utilized at Ruskin could be incorporated into schools throughout our system.

Mr. King noted that in assessing the points of view of various communities regarding school desegregation, it is imperative that the cultural makeup of the community be viewed carefully as a means of better understanding and projecting each community's point of view.

Mrs. Greer requested that each member bring to the next meeting information relating to their communities' feelings about school desegregation. The agenda for the next meeting will include the reports supra from committee members and a report from The Office of Equal Educational Opportunity on the rationale that has been developed for the desegregation of Dayton City Schools.

Respectfully submitted,

Marshall A. Rosensweet
Associate Director, E.E.O.

MAR/jah

MINUTES
E.E.O. ADVISORY COMMITTEE MEETING
JANUARY 29, 1970

PRESENT:

Mrs. John Fulton, Mr. Robert Giltnane, Mrs. Phyllis Greer, Mr. Edward King, Mrs. Gail Levin, Mrs. Jane Patterson, Dr. Berkeley Slutzker, Rev. Louis Speller, Mr. Percy Vera, Mrs. Delores Winslow

The first portion of the meeting was spent in general discussion while waiting for a tape recorder which the committee felt could be effectively used for the purpose of recording area attitudes and ideals relevant to the whole problem of desegregation. Some points of discussion were:

1. Dr. Slutzker spoke of the difficult time a child had trying to transfer from one school to another in order to achieve racial balance. This led to his observation that many times teachers and administrators seem uncommitted to desegregation. The importance of this fact was discussed in light of the influence that school people have on children.
2. Mrs. Patterson expressed the feeling that some youth objected to the inequality shown to certain schools in what they receive---facilitywise, staffwise, and curricularwise. There seemed to be a general consensus that quality should be maintained in all schools.
3. Mrs. Greer reported that representatives from HEW and the State Department of Education would be in the first week in February to see how E.E.O. is doing with desegregation plans. She asked that Advisory Committee members submit an answer to the following question: If you could plan an ideal elementary school for your child, what would you want in it?

A great deal of discussion followed concerning the attitudes of various neighborhoods about desegregation. This discussion is taped.

Respectfully submitted,

Phyllis B. Greer

(Mrs.) Phyllis B. Greer, Director
Equal Educational Opportunity

Additional notices:

Due to a conflict of times, the next Advisory Committee meeting will be held on Thursday, February 12, 1970 in Room 309 (Conference Room) at 10:00 A.M. Please respond to the question asked in the minutes if you have any ideas.

PBG/jah

MINUTES
E.E.O. ADVISORY COMMITTEE MEETING
February 12, 1970

Present: Mrs. John Fulton
Mrs. Gail Levin
Dr. and Mrs. Berkeley Slutzker
Rev. Louis C. Speller
Mrs. Phyllis B. Greer
Mrs. Jane Patterson
Mrs. John Margolis

The major portion of this meeting involved assessment of past committee endeavors. The real value, so far, has been informational both for community and central office endeavors. Our office reported on:

1. Discussion and planning meeting with Mr. Robert Greer, State Department of Education, and Mr. Thomas Fagan, Office of Civil Rights (H.E.W.)
2. Dr. Charles Glatt and Mr. Wilmer Kerns - Desegregation specialists at Ohio State University

In light of these two conferences and resultant direction from both, it was felt wise to reconvene only when a substantial progress report could be made. Tentatively, this time was set for March 12, 1970 at 10:00 A.M.

Respectfully submitted,

(Mrs.) Phyllis B. Greer
Director, E.E.O.

PBG/jah

MINUTES
E.E.O. ADVISORY COMMITTEE
March 12, 1970

Present: Mrs. Jane Patterson, Dr. Norman Anon, Mrs. Gail Levin, Dr. Roger Taylor, Rev. Louis Speller, Mrs. John Fulton, Dr. and Mrs. Berkeley Slutzker, Rev. Wm. Miller, Mrs. Phyllis Greer, Mr. Marshall A. Rosensweet, Dr. Carle

An overview of the proposed desegregation plan for the Dayton City School District was presented by Mrs. Greer. Among those areas discussed were the following:

a. Urban Academy
b. A Living Arts experience one day a week for all 5th grade students
c. Limited Princeton Plan where at least two schools will be involved in paired experiences
d. Land opportunities experience which is a camping experience for all 6th grade students
e. The establishing of parameters to be effected in September, 1971

Following Mrs. Greer's presentation, various advisory committee members made the following points:

- Dr. Slutzker indicated that relative to the setting of parameters, that the community in which he lives would not object to students coming in to their district; but would respond negatively to re-assignment of their students to another school district.
- Dr. Taylor pointed out that the West side would not react favorably to a "piecemeal" plan. He further indicated that the Dayton View schools are making excellent progress, both from the standpoint of academics and human relations.
- Rev. Miller suggested that the people in his neighborhood, "Belmont area," will move from the Belmont area if re-assignment of students is effected. He further pointed out that many people who now reside in the Belmont area came from Westwood initially.
- Rev. Speller also indicated concern that effecting re-assignment of students based on parameters could result in city-wide discontent.

Mrs. Greer presented questions from Dr. Carle to the Advisory Committee in order to get the committee's reactions. The questions are as follows:

a. What are the chances of passing a school levy if we divulge the proposed desegregation plans? The consensus of the group is that our chances of passing a levy would be very poor under those circumstances.

b. Should the Dayton City School District apply for renewal of the E.E.O. grant for 1970-71? All responded in the affirmative.

c. How can our Advisory Committee involve more people? In response, it was pointed out that we are presently expanding our committee.

d. To what extent could support be effected for the desegregation plans? The committee indicated that it is essential to elicit support from organizations at all levels if we are to enhance the success of the proposed desegregation plans.

Following a general discussion of the above, Dr. Aron communicated his thoughts relative to attendance at this meeting. He expressed the position that since the E.E.O. Advisory Committee views integration as essential, there is no further need to discuss the merits of integration. He pointed out that he cannot separate education from the "organic whole" of the community. He further suggested that in determining priorities for E.E.O. project programs, each should be evaluated on its own merits.

It was the consensus of the committee that the total proposed desegregation plan be made available to each Advisory Committee member. Further, it was suggested that upon having an opportunity to study the desegregation plan, that the Advisory Committee re-group for an evening meeting to discuss in depth the proposed desegregation plan.

Dr. Carle responded to comments from committee members pertaining to the bussing pattern for Jefferson School students, and also reacted favorably to the suggestion that the desegregation plans be made available to each member of the E.E.O. Advisory Committee.

Each committee member will be notified of the time and place for our next meeting.

Respectfully submitted,

Marshall A. Rosensweet

Marshall A. Rosensweet
Associate Director
Equal Educational Opportunity

MAR/jah

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MAR 22 1971
EEO-OE-DHEW
REGION V

ED050186

Supportive Data

SECTION D

This section contains:

1) Research Conspectus, a summary, or overview, of the Report of the EEO Survey of April, 1970, and

2) Dynamics of Educational Opportunities, A Report of the EEO Survey, Published in June 1970 by the Division of Research

UD010989

Dayton
Public
Schools
348 West First Street
Dayton, Ohio 45402

RESEARCH CONSPECTUS

Prepared by Division of Research
Department of Planning and Development

4

Program:	EQUAL EDUCATIONAL OPPORTUNITY Project, under the Department of Urban Education, federally funded under Title IV of the Civil Rights Act of 1964.
Location:	All Dayton Public Schools (69)
Date Started:	June 16, 1969
Staff:	One EEO project director, one EEO associate director, one office secretary, and 106 Task Force members (teachers, counselors, and administrators) of the regular staff.
Staff Objectives of Project:	To prepare individual staff members to work effectively within an integrated staff; to prepare individual staffs for the provision of effective instruction within their integrated classes.
Special Program Activities:	Task Force Workshop, June 23-July 11, 1969 Administrators' Seminar, August 19-20, 1969 VOICES INCORPORATED Performances and Workshops for 8th grade students, teachers, and administrators, October 24 and 25, 1969 and April 15 and 16, 1970 Staff Morale Workshop for Administrators, April 30, 1970 Activity in Each School Writing Behavioral Goals, September 23, 1969 Interim Evaluation of Behavioral Goals, January 23, 1970 Final Evaluation Booklets: Behavioral Goals, June 12, 1970
Research Study:	DYNAMICS OF EDUCATIONAL OPPORTUNITIES—A report of the EEO Survey, April 1970. (60 pages)
Scope of Study:	EEO Task Force evaluation combined with an attitude and opinion survey of four groups: Task Force members, new teachers and voluntary transfers in racially different situations, and a random sample of professional staff—a total of 55 respondents to the survey.
Date of Report:	June 15, 1970

Description of Study:

An 11-page survey instrument was designed for Task Force members, 10 pages of which was sent to new teachers and voluntary transfers to racially different schools and to a random sample. About 31% of the Task Force members responded, while 24% to 28% of the surveys were received from the other three groups. Each group received a different color of paper.

The Equal Educational Opportunity survey, sent out in April 1970, called for judgments and responses in these areas:

Stating the most basic educational need of students in Dayton schools.
Suggesting ways to improve the process of achieving staff integration.
Extent of service as Task Force member. (Task Force only)
Stating program of activity for EEO Task Force in 1970-71. (Task Force only)
Deciding on the theoretical value of 14 teaching skills in new situations.
Self ratings of performance on the same teaching skills. (Self-actualization)
Appraising 21 statements about pupils and their achievement in integrated and in racially isolated schools.
Giving opinions on 28 statements termed "Dynamics of Interaction."
Ranking causal factors of unrest in the schools from a list of 8.
Judging and ranking the important factors in a list of 32 which tend to cause interference with learning.
Identifying key factors to successful achievement for grade and subject taught.
Noting personal characteristics and those of classes and students.

Findings:

Basic educational needs of the Dayton schools were recognized as including:

1. The development of reading skills.
2. Meeting individual needs through individualized instruction and guidance.
3. Teachers who are qualified and sensitive, with patience and concern for others, and who design meaningful activities at which pupils can succeed.
4. The development of an atmosphere of human relations wherein pupils have good attitudes about themselves and others, bringing about reconciliation between races and generations and ending behavioral problems stemming from racial tension.

To achieve staff integration, the respondents tended to support voluntary transfers, the assignment of qualified new teachers to racially different schools, and both rational and affective support of change through in-service workshops and seminars, counseling, and administrative support.

Two general areas of priority for Equal Educational Opportunity Project activities for 1970-71 were suggested by a number of Task Force members:

1. The necessity for in-service workshops and seminars leading to positive interactions of staff, students, and community.
2. Specific suggestions for school organizational problems dealing with sharing, teacher transfers, busing, and school integration.

In-service workshops and seminars should be concerned not only with dynamics of interaction in learning situations, but with the necessity for certain teaching skills in new situations and a research-oriented outlook on pupils and their achievement.

Among teaching skills in new situations, strong agreement was expressed with the necessity for teaching skills which meet the needs of individual children, with instructional materials created, if necessary, by the teacher; flexibility in organization; and methods of individualized instruction replacing large group processes in disadvantaged schools. Teachers new in racially different schools expressed a fairly strong agreement that "Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race", with other groups tending to agree.

The total group also tended to agree that teaching skills should include:

1. Planning meaningful curriculum activities.
2. Applying teaching strategies to different levels of ability and achievement.
3. Developing an emotional climate to achieve desired educational goals.
4. In-service training in order to apply specific training techniques.

There was fairly strong agreement that teachers should be provided with a wide variety of materials to teach Black history, culture and other aspects of interracial understanding. They tended to agree that teachers should have the chance to attend seminars in understanding current forces of social isolation, and that a school should be more of a community center involving parents in learning.

Perceptions of pupils and their achievement appeared to be related to experiences. Three groups tended to disagree that white student achievement tends to suffer under integration, but the random sample of teachers registered this item "Uncertain." The two groups of teachers in racially different schools had a tendency toward "Strongly agree" that "The integrated setting has a great potential for better racial understanding", while the other groups tended to agree.

Diversity of opinion attended the statement: "Integration by itself will not automatically bring out improvement in interracial understanding" from "Strongly agree" to "Uncertain." Teachers in racially different schools were also somewhat uncertain about the supplementary statement: "Integration by itself will not automatically bring about improvement in achievement levels for Negro students", but the total group average was "Tend to agree."

The respondents were quite definite in tending to agree that family social class and the student's immediate home neighborhood exert important influences on achievement. Family social class having an important effect on achievement is supported by a review of national studies, but the same report states also:

> "The social and economic context of the disadvantaged student's neighborhood does not appear to exert any effect on achievement, independently of family social class, ability factors, and school class composition."

Many of the items in this section rated "Uncertain"; for example, the group as a whole were "Uncertain" about whether a gap exists between the achievement of the average white and the average black student and were not too sure about the effects of integration in closing the gap. The study mentioned above, affirms that the integrated Negro student generally remains behind the achievement levels of the white majority, and that although integration may help to close some of the achievement gap, "It does not appear to have the potential to completely close the gap." The report suggests that, if this gap is to be erased, integration must be accompanied by a number of additional, specific programs for the disadvantaged." The tentative conclusions of this report may or may not be applicable to student achievement in the Dayton schools which have not engaged in direct research concerning relative achievement of racial groups.

Perceptions of the dynamics of interaction varied among the groups. While the group averages indicate that some members of the Dayton professional staff tended to disagree that: 1) "The Black Power movement holds the greatest promise of economic opportunity for blacks"; 2) "Busing of students is a good way of improving racial balance in the schools"; and 3) "Interracial dating among high school students is an effective means of creating interracial understanding", the averages of other subgroups were in the direction of "Uncertain" for each of these statements.

On the other hand, the cluster of items regarding housing opportunities, the rationale of the Civil Rights movement, equality of economic opportunity, availability of birth control information to the poor, and the persistence of poverty in a land of plenty evoked either "Tend to agree" or "Strongly agree" from all groups, showing a basic concern for solving human problems.

Following is the total group ranking of causal factors of unrest in the schools:

1. A social climate of protest and disorder
2. Direct outside provocation and direction
3. Search for excitement
4. Educational grievances
5. Personal grievances
6. Whites' fear and distrust of Negroes
7. Negroes' fear and distrust of Whites
8. Hostility between Black and White students

Interrelated factors of importance which interfere with learning were identified by ranking for white and Negro students. This is a composite ranking of the group lists:

1. Lack of motivation
2. Lack of reading ability for grade or course.
3. Lack of ability to listen or pay attention
4. Poor attendance
5. Lack of family support for educational goals
6. Lack of language development
7. Lack of problem-solving ability
8. Poor self esteem (poor self-concept)
9. Lack of respect for authority of the teacher
10. Lack of general readiness for grade or course
11. Economic disadvantage
12. Defensive orientation (interpersonal conflicts)
13. Anxiety
14. Today's climate of dissent

Reference:

Racial and Social Isolation in the Schools—A Report to the Board of Regents of the University of the State of New York. Division of Research, New York State Education Department. December 1969.

Contacts:

Marshall Rosensweet, Associate Director
EQUAL EDUCATIONAL OPPORTUNITY Project

Elizabeth M. Lane
Coordinator of Educational Research
Division of Research
DEPARTMENT OF PLANNING AND DEVELOPMENT

Dayton Public Schools
348 West First Street, Dayton, Ohio 45402

Descriptors:

AREAS OF PRIORITY
CAUSAL FACTORS OF UNREST IN SCHOOLS
EQUAL EDUCATIONAL OPPORTUNITY
EDUCATIONAL NEEDS
DYNAMICS OF INTERACTION
INTERFERENCES WITH LEARNING
PUPILS AND THEIR ACHIEVEMENTS
TEACHING SKILLS IN NEW SITUATIONS
STAFF INTEGRATION
VOLUNTARY TRANSFERS

DYNAMICS OF EDUCATIONAL OPPORTUNITIES

A Report of the EEO Survey
April 1970

Division of Research
DEPARTMENT OF PLANNING AND DEVELOPMENT

DAYTON PUBLIC SCHOOLS
345 West First Street
Dayton, Ohio 45402

Wayne M. Carle, Superintendent

229

UDO 10989

PREFACE

The "Equal Educational Opportunity Survey" was devised in April 1970 at the request of Marshall Rosensweet, Associate Director of the Equal Educational Opportunity Project of the Dayton Public Schools, to provide data in meeting evaluation requirements of this federally-sponsored program (Title IV of the Civil Rights Act of 1964: Public Law 88-352).

A prime source of research used in preparation of the survey was "Racial and Social Isolation in the Schools"—A Report to the Board of Regents of the University of the State of New York, a 542-page volume published by the Division of Research, Office of Research and Evaluation, New York State Education Department, in December 1969.

Distribution and collection of the EEO survey forms were handled by the Equal Educational Opportunity Project.

Final tallies of results of the survey, computations, and the report narrative were the responsibilities of the Division of Research.

EEO Task Force members in every school will be interested in the evaluation of Task Force roles and the members' recommendations of programs of priority.

The Department of Instruction will find certain "calls for help" in the section on "Teaching Skills in New Situations", and other matters of interest in the sections, "Pupils and Their Achievement" and Dynamics of Interaction."

The Department of Urban Education, under which the EEO Project operates, may gain insight into the attitudes and opinions of staff through this survey.

The reader of this report is asked to keep in mind that the results of such a survey are tentative, something like snapshots taken of groups on a given day at a particular point in the individuals' professional careers. Better still, before reading the report, the reader is advised to note his own responses to the survey found in the Appendix. His own "under the skin" reactions may then add some feeling of participation as he reads the report.

— Elizabeth M. Lane
Coordinator of Educational Research

June 11, 1970

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REPORT OF EQUAL EDUCATIONAL OPPORTUNITY SURVEY OF APRIL, 1970

In an attempt to measure attitudes of professional personnel in the Dayton Public Schools concerning factors related to equal educational opportunity, a survey was devised which combined open-ended questions with more structured Likert-type scale statements and rank-order sections. The instrument was not field-tested before administration due to lack of time.

The following groups were selected for sampling, with each group being sent a different color of paper.

Equal Educational Opportunity Task Force members who had served as liaison persons in the schools.

Teachers who had volunteered to change schools and teach in a school with a different racial composition than their own.

New teachers assigned to schools with different racial composition than their own.

Control group of teachers randomly sampled from the teaching staff.

The figures in TABLE 1, show the relationship of survey forms sent out to each group with the number that were returned. Those responding remained anonymous. They represent approximately 2% of the staff.

TABLE 1
PARTICIPANTS IN EQUAL EDUCATIONAL OPPORTUNITY April 1970

	Number of Survey Forms		Per Cent Returned
	Sent	Returned	
Equal Educational Opportunity TASK FORCE members	107	33	31%
Volunteer teachers for change to schools of different racial composition	23	6	26%
New teachers assigned to schools of different racial composition	25	7	28%
Randomly selected control teachers	38	9	24%
TOTAL	193	55	28%

The responses to the two open-ended questions on the first sheet of the survey indicated the perspective of each respondent as to (1) the most basic educational need of students in the Dayton schools, and (2) ways of improving the process of staff integration. Applying their efforts to meeting basic educational needs has certainly been a long-range effort of education. Staff integration is, of course, more recently a conscious and direct means of attempting to secure equal educational opportunity for all children.

Three persons skipped answering the first question, while two omitted the second.

Basic Educational Needs of Dayton Students

In answer to the first open-ended question, the development of reading skills was the single educational need offered most often, a total of 19 times among the 52 answers, if such phrases as "academic education" suggest the development of reading skill among other things. One or more persons in each of the four groups named reading as the key need.

Individualized instruction was named by seven persons, including in this group of answers one which stated, "Developing the student's potential for learning to the fullest."

Seven other people regarded teachers themselves as the key to meeting educational needs, using such adjectives as "quality", "qualified", "sensitive", "well-educated", and "dedicated". One answer described the needed teachers in this way: "Teachers who design meaningful activities at which pupils can succeed", implying both creativity and sensitivity to student needs on the part of the desired teachers.

The area of human relations, integration, getting along with others, eliminating tensions, was recognized by five persons.

At least three referred to organizational patterns such as grouping or class size. Three others used the abstract phrases, "equal opportunity", "freedom to think", and "freedom of education", without definition.

Two referred to guidance and new opportunities. TABLE 2 provides a listing of these and other recognized needs.

TABLE 2
BASIC EDUCATIONAL NEEDS OF STUDENTS IN DAYTON SCHOOLS

	Task Force	Voluntary Transfers	New Teachers	Random Sample
1. Reading instruction.	1			
Reading skills with comprehension.	1			
Skills for reading.	1			
Mastery of reading ability.	1			
A new and better reading program with smaller classes and teachers accepting children as they are.	1			
Improve reading and attitude.	1			
More defined reading programs and a chance for vocational education at earlier age.	1			
Ability to read well and comprehend.	1			
Ability to read and interested teachers.	1			
Improved reading and study skills.	1			
Ability to read and write.		1		
A higher degree of achievement in reading and math at elementary level.			1	
Basic reading and listening skills.			1	
Basic reading and critical thinking skills.			1	
To be able to read with understanding.			1	
Ability to read well.				1
Improvement of basic fundamentals.				1
Skills in academic as well as arts and vocational.				1
A good basic academic education.	1			
2. Individualized instruction.	1			
Individualized instruction by accepting teachers.	1			
Much more attention given to students' individual needs, on the secondary as well as on the elementary level.	1			
Teachers who believe in directing attention toward meeting individual needs.	1			
Individualized instruction and acceptance of students as individuals.				1
Develop the student's potential for learning to the fullest.				1
More individual instruction with encouragement and guidance toward achieving academically and socially.		1		

TABLE 2 (continued) BASIC EDUCATIONAL NEEDS OF STUDENTS IN DAYTON SCHOOLS

	Task Force	Voluntary Transfers	New Teachers	Random Sample
3. Quality teachers.	1			
Qualified teachers.				1
Qualified, sensitive teachers	1			
Well-educated and dedicated teachers.	1			
Good teachers				1
Patience and concern for others: Lack of self-control upsets many learning situations.			1	
Teachers who design meaningful activities at which pupils can succeed.	1			
4. To be able to accept differences in others—human relations.		1		
Integration.	1			
End behavioral problems that result from racial tension.	1			
Reconcilliation between races and generations.	1			
Students to have good attitudes about themselves and each other.		1		
5. Grouping on ability level—not such a wide variation in groups.			1	
Primary teachers' class size small enough to teach basic skills well, with workshops that present all reading plans of value so teachers can choose the best for their situation.	1			
(See 5th item in #1.)				
6. Equal opportunity.	1			
Freedom to think.	1			
Freedom of education.	1			
7. Relevance.				1
Freedom of movement within the schools for vocational and other subjects. Offer remedial training and more varieties of subjects related to facing everyday situations: mechanical training, computer, homemaking, carpentry.				1
8. Guidance in academic endeavors.		1		
New opportunities with people, places, things and ideas.		1		
9. Have teachers use the materials available to them.	1			
An end to this administration-teacher in-fighting, the bureaucracy that keeps the teacher subservient to the "downtown office."	1			
10. Omitted answering	3			

Staff Integration

Voluntary transfers was the most frequently mentioned method of achieving staff integration, being named by members of all four groups surveyed, although sometimes in connection with another method. It accounted for a total of 15 responses. Typical of the comments were these statements in support of voluntary transfer:

> "Voluntary transfer makes for better atmosphere."
>
> "Stronger emphasis on voluntary participation. Forced integration of staff poses a threat to staff and to school neighborhoods which could interfere with discipline and with learning."

The method with the second highest number of frequencies was the assignment of new teachers to fill vacancies in racially different schools, with 6 responses. Only the new teachers group failed to have a single advocate of this method. Typical statements in support of using new appointments to further staff integration were:

> "Make all new assignments with staff integration in mind."
>
> "Each year add more teachers to the staff who would be willing to integrate if necessary."
>
> "Continue to assign new teachers to schools requiring staff integration."

The value of in-service training and workshops was recognized by at least one person in each group, giving a total of 4 responses for this technique. Another group of 4 people recognized the importance of administrative and counseling support for those who made transfers. Comments along this line included:

> "Make it clear to new and potential transfer teachers that they can expect and get administrative support in a school that has a racial difference. Knowledge of this support would relieve some of the fears that exist when going into any new school regardless of the reason."
>
> "Certainly the people who make this move should be counseled and given help during the year. To allow people to become disillusioned and not receive help certainly does not help the cause."
>
> "Continuous consultation and supervision with new skills, new materials, and consistent constructive feedback."

A gradual, more experiential type of adjustment was advocated by 5 persons. These innovative suggestions included the following:

> "Two teachers teaching the same subjects might trade classes at intervals and have conferences together in order to coordinate their classes and to resolve their difficulties."

> "Plan involvement between sister schools where activities of students and teachers could be seen in such a way that they both would benefit from it. Differences could be spotted, and likenesses noted, of both schools. Provide opportunity for teachers to visit and observe the teaching situation for a few days. With time to talk to other staff members, teachers themselves would help relieve rumors about other schools and give more security to people willing to change."

> "If teachers could visit other schools and see how they operate, many fears would be calmed about staff integration. If some teachers would not want to change schools after this, they may do more harm than good if they were forced to teach in a school they didn't like."

> "Better administration and faculty cooperation is needed. Allow transfers a 'trial period'. If they wish to transfer with reasonable request, grant it. Results of transfer could be discussed, and ideas and opinions aired in both areas of white and black."

> "Have teachers exchange positions for half a year."

Special incentives were advocated by 2 persons, while another suggested a strong public relations campaign to "really sell the idea":

> "Greater implementation of the Task Force's recommendation to make voluntary transfer more attractive."

> "Recruit if necessary! Ask teachers who have integrated to attend various local faculty meetings and talk up the idea, prepared to give reasons why teachers should integrate. Reprint the order from HEW stating that schools must be integrated."

Two persons wanted the principal to have the power to assign staff and 4 others gave support to arbitrary staff rotation in such comments as the following:

> "Make it a policy that people move—not a stigma."

> "Give the principal power to adjust their staffs."

> "Reassignment of teachers at request of the school principal when more reasonable methods have been exhausted."

> "System of rotation of teacher assignment every 3 years, or not to exceed 5 years in one school."

> "I personally don't feel a teacher should be allowed to just get 'stale' in one school. If teachers had to move around every 5 years or so, then they would be faced with new challenge."

That the ideal of achieving staff integration is complex in its implementation is implicit in these statements:

> "I can think of no short-range plan which would not be very painful."

> "Keep the class size down, add plenty of aides and resource teachers. Do not transfer older teachers unless voluntary. Work with the more flexible newer teachers. Contact teachers personally with 'professional' qualifications to fit in new positions. Help adjustment with inservice and plenty of personal contact and concern."

One individual suggested "a basic reorganization in some fashion, such as a pod" and another proposed "work toward open housing to help change neighborhood patterns." Another suggested:

> "Integrate the schools themselves. As a white person, I feel I would be more comfortable in an integrated school with an integrated staff."

Three persons either left the space blank or wrote "None" in answer to the question about staff integration. One member of the control group expressed a strongly negative point of view:

> "I strongly disapprove of this 'staff integration' ratio bit! Each teacher must meet at least minimum requirements to teach, so where's the beef? I don't understand what is being implied or suggested by 'equal' or 'quality' education. If the pay scale were the same all over the state, I feel possibly this would solve many existing problems of transfers—might instigate other problems though."

Because some of the above suggested methods of working toward staff integration oppose each other, the Equal Educational Opportunity Project staff members and the administration need to weigh carefully the opinions of those responding to the survey. That individuals perceive the problem quite differently is shown by the fact that their responses were so diversified. However, as the number of responses indicated, there was a strong tendency toward approving staff changes by voluntary transfers, along with assignment of qualified new teachers in positions to promote staff integration and support of the changes through in-service workshops and seminars, counseling, and personal support. It is important for EEO personnel and others to recognize the span of diversity of opinions.

Task Force Roles

The five functions listed in the EEO Project for Task Force members were listed in the survey for Task Force members to answer as to their degree of involvement. TABLE 3 indicates the extent of participation of the 33 Task Force members who responded to the survey.

TABLE 3
EXTENT OF FUNCTIONING OF TASK FORCE MEMBERS OF EQUAL EDUCATIONAL OPPORTUNITY PROJECT 1969-70 N = 33

Item	Not at All	Once or Twice	3 to 5 Times	Quite Often	Regularly Throughout The Year
1. Liaison person between school and central office.	52%	33%	3%	9%	3%
2. Resource person in building in aiding positive interaction among staff.	21%	24%	9%	21%	24%
3. Resource person in helping to determine needs within school relating to pupil interaction.	33%	21%	3%	30%	12%
4. Providing input to EEO office by making recommendations of activities that EEO might implement.	49%	42%	9%	0	0
5. Aide to principal in helping him and staff in the development of behavioral goals.	9%	27%	15%	18%	30%

As the table shows, the fifth role was carried out to a greater extent than any of the others, probably in relation to the city-wide instructional emphasis on behavioral goals during 1969-70. This item received the highest percentage in the column, "Regularly, throughout the year", while also receiving the lowest percentage in the category, "Not at all."

The second highest level of participation was "Serving as a resource person in aiding positive interaction among staff."

Third in incidence of participation was "Serving as a resource person in helping to determine the needs within individual schools relating to pupil interaction."

The least function carried out by Task Force members, according to the survey, was to "Provide input to the EEO office by making recommendations of activities that the EEO office might implement",with nearly half of the group indicating no participation in this feedback procedure.

In answer to the open-ended question as to other functions carried on by Task Force members, responses varied from "Attended meetings" to "Held sensitivity sessions with teachers." One Task Force member added this criticism of the Task Force Meetings: "They seemed like wasted time, for no action came from these meetings, nothing but words."

On the other hand, besides attending meetings, some Task Force members were self-propelled in initiating other roles as listed in TABLE 4 below.

TABLE 4
SELF-INITIATED ROLES OF TASK FORCE MEMBERS IN EEO PROJECT

Item	Times Mentioned
Administrative duties	1
Aided new teachers in setting up goals	1
Tried to help my fellow workers become more aware of quality education	1
Talked up the concept	1
Observed at one school where a racial crisis was expected	1
Investigation of one school's "racial confusion" in the Fall	1
Talked with principals and teachers to allay rumors and encourage positive outlook	1
Tried for self growth	1
Worked with school committee for inservice workshop on black history	1
Held sensitivity session (grade level 6) focused on teacher relationships with other teachers, pupils, and administrators	1
Chairman of a group or committee	2
Conducted informal sessions with persons new to the building in effort to ease tensions that occurred	1
Visited a high school during "buddy week" and an elementary school where bussing had occurred	1
TOTAL	14

A total of 14 Task Force members or 42% of those returning the survey, added no item for Question 6, on the Task Force evaluation page of the EEO Survey.

Programs of Priority

In a second open-ended question, Task Force members were asked to identify programs which should receive priority in determining the activities of the EEO Task Force for 1970-71. As would be expected in an unstructured answer, the responses ranged from areas of communication to in-service to curriculum matters to organization of schools to miscellaneous suggestions, involving both specific and general statements concerning priorities. These suggestions are grouped in TABLE 5.

TABLE 5
SUGGESTIONS OF TASK FORCE MEMBERS FOR ACTIVITIES WHICH SHOULD RECEIVE PRIORITY

Area	Activities Suggested
Publicity and Communication	Acquaint public and staff with purpose of the EEO Task Force, to encourage teachers with questions to go directly to Task Force member in their building. Provide more information about its actual functioning. Use Task Force members in the community to provide information to quell doubts and uncertainty. Provide true facts about integration.
In-service Workshops and Seminars	Sensitivity workshops. Follow the Head Start emphasis on upgrading the educator. Require in-service of staff of schools integrated by busing to prepare them for the in-flow of intercity culture. Plans for providing quality education. (Good schools can be integrated easier than poor ones.) Train resource persons to aid positive interaction among staff. Conduct workshops and curriculum meetings to fuse ideas. Work on teacher attitudes and flexibilities. In-service for teachers assigned to racially different schools, with follow-up sessions. Programs directed at communities where Negroes and whites are integrating for the first time—working toward community involvement and understanding.

TABLE 5 (continued) SUGGESTIONS OF TASK FORCE MEMBERS FOR ACTIVITIES WHICH SHOULD RECEIVE PRIORITY

Area	Activities Suggested
Curriculum	Plan system-wide goals. Bring about accountability. Help develop and implement plans for meeting individual needs. Aid in development of affirmative educational program. Provide resource units in black history to be integrated in the curriculum.
Organization of Schools	Mixing of teachers. Work toward development of program to implement integration of staff across the city. Inter-school contacts: sharing, programs, and skills. Get members involved in integrated situations to give feedback. Work for integration of schools; complete integration of all schools.* Busing: children, parents, and communities need help.* Teacher transfer: Try to find more attractive means of encouraging transfers.*
Special Projects	Sponsorship of groups like "Voices, Inc." for children from all sections of the city.* Work on legislators to do something positive about open housing.
General	Activities to make members of Task Force feel useful. Understanding of new federal regulations and guidelines so that the staff knows what is enforceable. Student involvement.

* Suggested by more than one person.

Seven Task Force members, or 21%, listed no priority on the survey. Several persons made more than one suggestion. Viewed in the perspective of the needs of the Dayton schools, all of the items merit consideration in planning future programs.

Perceptions of Value of Teaching Skills in New Situations

A list of 13 teaching skills which might be desirable in new situations was given in Part I of the EEO Survey in a Likert-type scale for each group to consider from a mark of (1) "Strongly disagree" to a mark of (5) "Strongly agree." (See Appendix for copy of the EEO Survey.)

A weight of 5 points was assigned to each "Strongly agree" mark, 4 to each "Tend to agree", 3 to each "Uncertain", 2 to each "Tend to disagree", and 1 to each "Strongly disagree". It was then possible to find the average for each group on each item. Unfortunately, some of the items were omitted by a few of the respondents to the survey, but this was taken into consideration in computing the average.

Breakdown for the averages for each group for each item is given in TABLE 6 on page 13.

The total group placed a high value on items 5, 10, and 11, which rated a total average of 4.8, 4.8, and 4.7, respectively. All new teachers and the other teachers in new situations rated Item 11 as 5.0, indicating "Strongly agree." Items 5 and 10 were highest for Task Force members, each with a value of 4.8, as well as for the Control Group, who rated them averages of 4.8 and 5.0, respectively.

Item 5. Within each school, teachers should be provided with time and opportunity to create instructional materials which meet the specific learning requirements of individual children.

Item 10. Total school and classroom activities need to be organized with the kind of structural flexibility that meets the diverse needs of pupils for continuous learning.

Item 11. In a disadvantaged school, large group (or class) processes of instruction in some areas should be replaced with individualized modes of instruction or small group learning.

TABLE 6

AVERAGE OPINION OF SAMPLES OF DAYTON STAFF CONCERNING VALUE OF CERTAIN TEACHING SKILLS IN NEW SITUATIONS

Item Number on Part I	Task Force Members		New Teachers		Voluntary Transfers in New Situations		Random Sample of Teachers		Total Responding to Survey Items	
	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average
1	33	4.2	7	4.7	6	3.5	9	4.1	55	4.2
2	33	4.2	7	3.9	6	3.8	9	4.4	55	4.1
3	33	4.5	7	4.9	6	4.5	9	4.7	55	4.6
4	33	4.2	7	4.6	6	4.2	9	3.9	55	4.2
5	33	4.8	7	4.7	6	5.0	9	4.8	55	4.8
6	33	4.3	7	4.3	6	4.7	9	3.9	55	4.3
7	33	4.6	7	4.7	6	4.3	9	4.5	54	4.6
8	33	4.5	7	4.4	6	3.7	9	4.3	55	4.4
9	33	4.1	7	4.1	6	3.5	9	4.3	54	4.1
10	33	4.8	7	4.7	6	4.8	9	5.0	55	4.8
11	33	4.6	7	5.0	6	5.0	9	4.6	55	4.7
12	32	4.1	7	4.3	6	3.5	9	4.4	54	4.1
13	33	4.3	7	4.6	6	4.5	9	4.2	55	4.4

Task Force members and teachers in new situations, chiefly as voluntary transfers to racially different schools, gave a high average value to Items 6 and 7, as shown in TABLE 6.

Item 6. Efforts should be made for the school to become more of a community center, involving parents in planning for and implementing their children's learning.

Item 7. In order to teach Black history, culture, and other special courses which relate to interracial understanding, teachers should be provided with a wide variety of materials from which to choose those most applicable at the various grade levels and for particular courses.

New teachers also pointed out the special value of Items 1 and 3:

Item 1. Teachers who transfer should have training in assessing pupils' abilities and learning skills in order to plan curriculum activities which will be meaningful to pupils.

Item 3. Teachers should be provided with in-service training in applying specific training techniques in areas where intellectual and educational deficits are most severe among the disadvantaged.

The control group put special emphasis upon Item 3 and Item 10, both quoted above.

Lowest values for the total group were Items 2, 9, and 12, although the 4.1 average for the total group on these items noted "Tend to agree." Lowest for the Task Force members were Items 9 and 12, with an average of 4.1. New teachers placed lowest value, 3.9, on Item 2, although in the Self-Actualization marking of the same list, they felt less than "Moderately successful" in this area of "selecting and applying teaching strategies which reflect pupils' different levels of ability and achievement," as is shown in TABLE 7 on page 19. The control group gave Items 4 and 6 their lowest value of 3.9, just below "Tend to agree."

Open-ended Item 14 for the survey participants to add their own concern in the area of teaching skills, brought a total of 20 different responses from the 55 persons who completed the survey.

No additional response was made by the following:

19 Task Force members, 58% of those sending in the survey
3 new teachers, 43% of those sending in the survey
3 transfer teachers, 50% of those sending in the survey
5 control group, 56% of those sending in the survey
30 of the total group, 55% of those sending in the survey

That more than half of those responding to the survey added no additional item may be interpreted that the list seemed fairly comprehensive to these people. All of the additional responses from the other 25 persons are listed, although, strictly speaking, some of the write-in items might not be construed as being in the area of teaching skills.

Suggestions to Supplement Teaching Skills in New Situations

Task Force members added these items:

"Less demand on teacher's time, especially at the elementary level, before and after school."

"In-service course to help correlate Black History and culture."

"Visits to other schools by educational personnel. (This was cut short this year.)"

"Home visitations as a requirement, but made only if the parent is first contacted and seems agreeable."

"Each sub-group should seek unity among themselves and with the larger school organization, seeking better relationships with other schools."

"Pure honesty with the student, development of true empathy for teacher and student."

"Use of aides for small group work for more individualized instruction."

"Reduce the teacher-pupil ratio to 1 to 20 per class."

New teachers considered these items important and added them:

"Many opportunities to take the children out of the building on field trips."

"Available curriculum guide."

"Positive attitude toward children in the new situation and a basic faith in their abilities."

"Teachers should express themselves as people and be vulnerable to the emotional climate of the room, not operate as plastic "yes" men."

Transfer teachers made these comments in answering Item 14:

"Teachers should become acquainted with their new school community prior to September."

"In the follow through situation, I am allowed at least half an hour of time during the day to plan, prepare materials, etc.; this is very important to me."

"Just what is being done: interesting experimental programs, in-service programs, etc."

The random sample group suggested the following:

"A visitation period of 9 weeks or exchange of teachers that have not had contact with members of other races."

"More information about the school environment as related to what the community is really like."

"A class ratio of 15 to each teacher."

"One state salary scale and eliminate the loss of pays if or when transferring."

Self-Actualization in Applying Teaching Skills

In a parallel column to the 12 items of Part I, staff members were asked to rate their own performance during 1969-70 in the area of each item, marking according to the following Key:

1. Little success
2. Some success
3. Moderately successful
4. Usually successful
5. Highly successful

The item with the highest rating, 4.3, in Self-Actualization for the total group was Item 13:

Item 13. Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race.

In the group of teachers in new school situations which differed racially from themselves, the rating given to Item 12 was 5.0, with five members of the group who answered this item marking it 5. One member of the transfer group, one member of the random sample of teachers, and four Task Force members omitted an answer to the Self-Actualization blank, so that the rating of 4.3 was based upon 49 responses.

The area in which the staff felt least successful was Item 6, dealing with making the school become more of a community center, "involving parents in planning for and implementing their children's learning." The average for the total group for this item was 2.1, slightly above "Some success." New teachers and teachers who transferred to racially different schools gave especially low ratings to their own Self-Actualization in this area, ratings of 1.6 and 1.4, respectively.

Item 7, dealing with black history and cultural materials, was lowest for the random sample in Self-Actualization (2.5). This group also considered themselves less than "Moderately successful" (2.7) in the areas of Item 5 (time and opportunity to create instructional materials to meet the specific learning requirements of individual children) and Item 8 (opportunity to attend seminars in understanding forces of social interaction as they relate to historical, cultural, economic, and attitudinal differences associated with race and class status). Task Force members also rated Item 5 as second lowest in Self-Actualization.

Teachers who transferred to racially different schools gave the same average rating, 2.7, to Item 5, but gave a still lower average rating, 2.3, to Item 9.

> Item 9. Teachers need access to and practice in the utilization of principles bases on social psychological research that is related to changing intergroup attitudes.

Next to Item 6, new teachers gave their lowest average rating, 2.3, to Item 12, in measuring their own Self-Actualization in the area.

> Item 12. At the outset of a course, pupils' learning experiences should involve extensive structure or control until self-maintenance of desirable learning behaviors become strongly set.

This may be interpreted as an indication that discipline, or class control, is something of a problem for new teachers, or, perhaps, that the new teachers may feel more inclined toward less structure and control.

TABLE 7 on the following page provides a listing of the average ratings for each group, item by item. A further item analysis in comparing the results of Self-Actualization given in TABLE 7 with the theoretical values given in TABLE 6 on page 13, was not possible because of time limits set for the evaluation report. Since the responses refer to the same items, the reader may wish to make further interpretations on his own in comparison of the two tables.

While few omissions were made in the theory column, a number of omissions were made in answer to the question, "How do you rate your own performance this year in this area?" This may reflect, for some individuals, a kind of unwillingness for analysis of self-performance, or as some Task Force members indicated, administrators did not feel a necessity of answering Self-Actualization blanks. No new teachers omitted any items in the Self-Actualization column.

In general, in interpretation of the Self-Actualization responses, the respondents to the survey felt only "Moderately successful" in the areas in which they marked "Tend to agree" or "Strongly agree" as matters of principle which should prevail. Therefore, a greater educational opportunity for children and young people could evidently be brought about through the establishment of policies which provide teachers with the necessary conditions and situations whereby they may be better able to bring about certain aspects of quality education which relate to their own teaching skills.

TABLE 7

AVERAGE RATINGS IN SELF-ACTUALIZATION OF SAMPLES OF DAYTON STAFF CONCERNING CERTAIN TEACHING SKILLS

Item Number on Part I	Task Force Members		New Teachers		Voluntary Transfers in New Situations		Random Sample of Teachers		Total Responding to Survey Items	
	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average
1	29	3.6	7	3.1	6	4.3	9	3.6	51	3.6
2	32	3.4	7	2.9	6	3.5	9	3.3	54	3.4
3	32	3.1	7	2.9	6	3.5	7	3.6	52	3.2
4	32	3.8	7	3.1	6	4.0	9	3.1	54	3.5
5	33	2.8	7	2.9	6	2.7	9	2.7	55	2.8
6	30	2.3	7	1.6	5	1.4	9	2.8	51	2.1
7	30	3.2	7	2.3	5	3.0	8	2.5	50	3.0
8	31	3.2	7	2.7	4	3.8	9	2.7	51	2.9
9	30	3.0	7	3.1	4	2.3	7	3.7	48	3.1
10	30	3.8	7	3.0	6	3.0	9	3.7	52	3.6
11	30	3.2	7	3.0	6	3.7	7	3.3	50	3.2
12	29	3.4	7	2.3	4	5.0	8	3.1	48	3.4
13	29	4.3	7	3.9	5	5.0	8	4.1	49	4.3

Perceptions of Pupils and Their Achievement

A listing of 21 statements in Part II referred to black and white pupils and their achievement. Respondents to the survey were asked to make a "candid appraisal" of each statement, using the same Likert-type scale as used in the first column of Part I of the survey:

1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

These statements included a number designed to reveal opinions of staff about pupils and their achievement under integration. The composite averages of the four groups on each item provide a kind of snapshot view of staff opinion.

The two items on which three of the groups marked "Tend to disagree" were Item 7 and Item 6, with an average total rating of 2.3 and 2.5, respectively. The random sample group gave an average of 3.1 to each of these items, generally "Uncertain."

> Item 7. White student achievement tends to suffer under integration when white students are in the majority.
>
> Item 6. White student achievement tends to suffer under integration, if white students are in a minority.

Teachers who were voluntary transfers gave these items very low ratings: 1.8 and 2.0, while new teachers assigned to racially different schools gave them averages of 2.2 and 2.0. Item 7 had the lowest average of the 21 items for the Task Force members: 1.9, while Item 6 was in the direction of "Uncertain" with an average of 2.6.

Both the Task Force members and the voluntary transfers had averages somewhat toward "Tend to disagree" with Item 4 (2.5 and 2.6), a matter about which new teachers were "Uncertain" (3.3), while the random sample marked it "Tend to agree" (3.9) Average for the total group was, thus, "Uncertain" (2.9).

Item 4. Differences in achievement between integrated and segregated Negro students are of only minimal significance.

At the opposite end of the scale, both voluntary transfers and new teachers had a tendency toward "Strongly agree" for Item 11 (4.7 and 4.9), an item with which the other two groups marked "Tend to agree" (4.2), the total average being 4.3, highest for any item.

Item 11. The integrated setting has a great potential for producing better interracial understanding.

The random sample of teachers also tended toward "Strongly agree" on Item 9 and Item 20, with high averages of 4.8 on both items, while the Task Force members marked them "Tend to agree" (4.2 and 4.1). In contrast, on these two items, the voluntary transfer teachers had an average of "Uncertain" (3.4 and 3.3). New teachers were more "Uncertain" on Item 9 (3.4), and registered an average of 4.4, "Tend to agree", on Item 20.

Item 9. Integration by itself will not automatically bring about improvement in interracial understanding.

Item 20. The student's immediate home neighborhood exerts an important effect on his achievement, independent of family social class, ability factors, and school class composition.

On Item 19, three of the groups averaged "Tend to agree" (4.2, 4.1, and 3.8), while the voluntary transfer teachers had an average of 3.5, more in the direction of "Uncertain." The total average was 4.1, "Tend to agree."

Item 19. Family social class exerts an important influence on student achievement.

Task Force members gave averages of 4.2 to Item 10 and Item 13, indicating "Tend to agree." Item 13 was the second highest average (4.6) for voluntary transfer teachers, ranking second to Item 11 noted above for this group. The random sample average was 3.7 for Item 13, while the new teachers' average was 3.6, giving a total average of 4.1. The random sample also had a definite "Tend to agree" (4.4) for Item 10, but the voluntary transfer group and new teachers were more "Uncertain" (3.2 and 3.3), providing a total average of 4.0, "Tend to agree."

Item 10. Integration by itself will not automatically bring about improvement in achievement levels for Negro students.

Item 13. To facilitate achievement, integration requires an atmosphere of low social threat, a low level of anxiety, and minimal conflict.

Another item in which the total average was generally "Tend to agree" (3.9), was Item 16. New teachers gave this item 4.0, Task Force members 3.9, and the others 3.8 and 3.7. This item should be considered in connection with Item 15 for which only the random sample had a "Tend to agree" (3.9), with voluntary transfer teachers and new teachers definitely "Uncertain" (3.0) and Task Force members with an average half way between "Uncertain" and "Tend to agree" (3.5). Total average for Item 15 was 3.5.

Item 15. Overall, integration does help the average Negro student to close some of the gap between the achievement of white and Negro students, but it does not appear to have the potential to completely close the gap.

Item 16. To close the gap, integration should be accompanied by a number of additional, specific programs designed for the disadvantaged.

All of the other groups except the Task Force members were "Uncertain" about Item 17. Task Force members were more in the direction of "Tend to disagree" (2.4), while the voluntary transfer teachers' average of 3.5 was farther in the direction of "Tend to agree" than the others.

Item 17. There is no gap between the achievement of the average white and the average black student.

The total average for Item 1, Item 2, and Item 12, was the same (3.8), interpreted as "Tend to agree." The Task Force members' average for Item I was somewhat "Uncertain" (3.6). New teachers were definitely "Uncertain" about Item 2 (3.1). The random sample group was "Uncertain" about Item 12 (3.1).

Item 1. Integrated Negro students, as a group, achieve at least as well as segrated Negro students.

Item 2. In many cases, integrated Negro students achieve at higher levels than segrated Negro students.

Item 12. The integrated setting has a great potential for producing an increased orientation toward achievement.

Somewhat in doubt, but closer to "Tend to agree" (3.6) is the total average for Item 5. The voluntary transfer teachers gave this an "Uncertain" average of 3.2, while the other groups rated it 3.7.

Item 5. Negro students in integrated schools with a high social class tend to do better than Negro students in an integrated school whose social class composition is lower.

Other items were generally rated as "Uncertain" by the total group: Item 14 (3.4), Item 18 (3.1), Item 3 (3.0), and Item 21 (3.0). On Item 14, voluntary transfer teachers averaged in the direction of "Tend to disagree" (2.4), while new teachers generally marked it "Tend to agree" (3.9). On Item 3, the random sample group average was in the direction of "Tend to agree" (3.8), in contrast to the others. New teachers averaged "Tend to agree" (4.0) on Item 21, while the other groups were all "Uncertain."

Item 14. To facilitate achievement, integration requires an atmosphere of high achievement expectation.

Item 18. Any student (black, white, or member of other identifiable group) is likely to suffer some degree of educational disadvantage as a facet of attending a school or being in a classroom with predominantly lower status people.

Item 3. Segrated Negro students frequently achieve as well as integrated students.

Item 21. To encourage maximum achievement, schools should organize classroom grouping by ability levels.

Listing of the averages for each item by the four groups is given in TABLE 8.

In conclusion, any one or any grouping of these items might become the subject of specific research as to the actual situation in Dayton schools. Up to the present time, however, achievement test information in the Dayton schools has not been compiled "by race", but rather by school and by grade level within the school. For Dayton schools, therefore, the proof or disproof of any item is not available. TABLE 8 gives the opinions of those who responded to the survey, but does not, in itself, either prove or disprove any of the statements. Opinions are valuable in assessing where a school system stands in the perceptions of the professionals who work with students.

(Some of these items have been investigated in other school systems, as is pointed out in "Racial and Social Class Isolation in the Schools—A Report to the Board of Regents of the University of the State of New York", published by the Division of Research of the New York State Education Department in December 1969.)

A tally was made of how the survey respondents considered that they had arrived at their conclusions for Part II. About 64% of the total group named a single source, or basis of their point of view. Their responses were distributed as follows:

It's common knowledge	6%
My own hunch	20%
Personal experience	65%
Test results	3%
Research reports	6%

TABLE 8

AVERAGE OPINIONS OF SAMPLES OF DAYTON STAFF CONCERNING PUPILS AND THEIR ACHIEVEMENT

Item Number on Part II	Task Force Members		New Teachers		Voluntary Transfers in New Situations		Random Sample of Teachers		Total Responding to Survey Items	
	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average
1	33	3.6	7	4.1	5	4.0	8	3.8	53	3.8
2	33	3.9	7	3.1	5	3.8	9	3.8	54	3.8
3	33	2.7	7	3.4	5	2.6	9	3.8	54	3.0
4	33	2.5	7	3.3	5	2.6	9	3.9	54	2.9
5	33	3.7	7	3.7	5	3.2	9	3.7	54	3.6
6	33	2.6	6	2.0	5	2.0	9	3.1	53	2.5
7	33	1.9	6	2.2	5	1.8	9	3.1	53	2.3
8	33	3.6	6	3.7	5	3.6	9	3.6	53	3.6
9	33	4.2	7	3.4	5	3.4	9	4.8	54	4.1
10	33	4.2	7	3.3	5	3.2	9	4.4	54	4.0
11	33	4.2	7	4.9	6	4.7	9	4.2	55	4.3
12	33	4.0	6	3.8	5	3.8	9	3.1	53	3.8
13	33	4.2	7	3.6	5	4.6	9	3.7	54	4.1
14	33	3.5	7	3.9	5	2.4	7	3.1	52	3.4
15	33	3.5	6	3.0	5	3.0	8	3.9	52	3.5
16	33	3.9	6	4.0	6	3.8	9	3.7	54	3.9
17	33	2.4	6	3.2	6	3.5	9	3.1	54	2.9
18	33	3.2	6	3.3	5	2.8	9	2.9	53	3.1
19	33	4.2	6	3.8	6	3.5	8	4.1	53	4.1
20	33	4.1	7	4.4	6	3.3	9	4.8	55	4.2
21	33	2.8	7	4.0	6	3.3	9	2.9	55	3.0

The remainder of the total group gave combinations of two, three, or all of the bases suggested. Their responses were tallied separately, as follows:

It's common knowledge	7%
My own hunch	16%
Personal experience	42%
Test results	13%
Research reports	22%

For both ways of answering, the respondents relied chiefly on "Personal experience" in arriving at their "points of view." Those marking more than one response were more likely to include "Test results" or "Research reports" than those marking a single one.

Perceptions of Dynamics of Interaction

Part III of the EEO Survey listed 28 items with the title, "Dynamics of Interaction." The phrasing of these items served to bring out a wide diversity of opinion from the 55 respondents to the survey and inspired a good number of write-in comments. A final item of Part III asked for a rank order of the three most important causal factors of "unrest in the schools." With responses weighted three points for a first choice, two points for a second choice, and one point for a third, TABLE 9 lists the factors for the total group in rank order and indicates the rankings of each subgroup.

As is shown in the table, the groups were generally agreed that "A social climate of protest and disorder" was the chief causal factor, although the random sample of teachers reversed this factor with the one given second place by the total group, "Direct outside provocation and direction."

Of least importance as a causal factor for school unrest, as viewed by those who responded to the survey, was "Hostility between black and white [illegible] although this was ranked 4 by the voluntary transfers and 6 by the new teachers, both of the latter groups being in racially different schools.

TABLE 9

RANKING OF CAUSAL FACTORS OF UNREST IN SCHOOLS BY SAMPLING OF DAYTON STAFF

Causal Factor	Weighted Value	Ranking by Total Group	Task Force Members		New Teachers		Voluntary Transfers		Random Sample	
			Value	Rank	Value	Rank	Value	Rank	Value	Rank
A social climate of protest and disorder	96	1	60	1	12	1	12	1	12	2
Direct outside provocation and direction	69	2	38	2	7	2	11	2	13	1
Search for excitement	31	3	17	5	6	3	0	8	8	3
Educational grievances	28	4	18	3	5	4	1	6	4	4
Personal grievances	25	5	15	6	5	4	1	6	4	4
Whites' fear and distrust of Negroes	25	5	17	4	0	7	4	3	4	4
Negroes' fear and distrust of Whites	20	7	13	7	0	7	3	4	4	4
Hostility between Black and White students	15	8	9	8	1	6	3	4	2	8

Other causal factors for unrest in schools were added by Task Force members and new teachers who responded to the survey. They are listed below with the rank given to them by eight individuals who added items.

Rank	Causal Factor Suggested
1	Uncertainty in how to cope with the social and economic consequences of our scientifice age. (Task Force member)
1	Selfishness of doing your own thing when you want to. (New teacher)
2	Poor quality of education due to lack of preparation by educators. (Task Force member)
2	A failure to "listen" and to "lead" the educational system to a relevant curriculum. (Task Force member)
2	Socio-economic differences. (New teacher)
3	Hostility and fear between black and white parents. Fear of loss of identity and loss of social standing. (Task Force member)
3	Mistrust of the system by all protesting groups. (New teacher)
(No rank)	Influence of promoters of marihuana, dope, and LSD. (New teacher)

A tabulation of the averages for each of the sub-groups, item by item, is shown in TABLE 10, with the averages grouped according to their tendency to fit the key for Part III of the survey.

1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

The first four items, dealing with students' respect for teachers and administrators according to race, brought a general tendency toward "Tend to disagree", with total group averages of 2.0, 2.2, 2.0, and 2.2 for the four items. The voluntary transfer teachers' average of 1.7 for each of these items indicated more disagreement with the statements than the other three groups. On the other hand, the random sample group average was close to "Tend to disagree" with 1.8 on Item 1, but had a tendency toward "Uncertain" for Item 2, Item 3, and Item 4 (2.6, 2.6, 2.9). Disagreement with these four items reflects staff opinion that students, regardless of race, do respect teachers and administrators, regardless of race. That the averages were nearer 2 than 1, or "Strongly disagree", may mean that, in staff opinion, there is room for improvement.

Item 1. White students do not respect black teachers and administrators.

Item 2. Black students do not respect white teachers and administrators.

Item 3. White students do not respect white teachers and administrators.

Item 4. Black students do not respect black teachers and administrators.

Voluntary transfers also were definite (1.8) in "Tend to disagree" with Item 5 and Item 6, about which the other groups were more "Uncertain", resulting in total group averages of 2.6 and 3.2, "Uncertain."

Item 5. Black students are more receptive to black teachers than to white teachers.

Item 6. White students are more receptive to white teachers than to black teachers.

Item 20 was given an average of 2.5 for the total group, toward "Tend to disagree." The random sample of teachers was more definite in this category with an average of 1.9, among the three lowest for that sub-group. New teachers and voluntary transfers were more "Uncertain", each group averaging 2.8 for Item 20.

Item 20. The Black Power movement holds the greatest promise of economic opportunity for blacks.

New teachers and the random sample marked an average of 1.8 for Item 17, interpreted as "Tend to disagree." Task Force members and voluntary transfers leaned toward "Uncertain", with averages of 2.9 and 2.7, giving a total average of 2.6.

Item 17. Busing of students is a good way of improving racial balance in the schools.

The random sample average was in the direction of "Tend to disagree" on Item 18, with an average of 2.3. On this item, Task Force members were "Uncertain" (3.0), while new teachers and voluntary transfers were halfway between "Uncertain" and "Tend to agree" with the same average of 3.5.

Item 18. Interracial dating among high school students is an effective means of creating interracial understanding.

Very close agreement of new teachers and voluntary transfers can be noted for these items: 13, 14, 19, 21, 22, and 23, with averages of 4.7 to 5.0, "Strongly agree", by both groups. The random sample averages are in the category of "Strongly agree" on all of these items except 19, on which the group average of 4.1 denotes "Tend to agree". The Task Force members were also somewhat less enthusiastic about Item 19 with the same 4.1 average as that of the random sample, and did not wholeheartedly concur with Item 22, for which their average was 4.3.

Item 13. A Negro has the right to live anywhere.

Item 14. A black family moving into one's block should be treated on equal-status terms as other neighbors.

Item 19. The civil rights movement has a basic rationale that can not be ignored.

Item 21. Persistence of poverty in a land of plenty should be a cause for everyone's concern.

Item 22. Equality of economic opportunity is a realistic community goal.

Item 23. Birth control information should be made readily available to the poor.

On Item 7 and Item 8, voluntary transfers had a very positive "Tend to agree" average (4.5). New teachers and the random sample group had averages for these items which clustered around "Tend to agree", 3.8 and 4.0 on Item 7 and 4.2 and 4.0 on Item 8. However, Task Force members' opinions averaged only 2.8 and 3.4, "Uncertain."

Item 7. Generally, white teachers are as well qualified to teach black students as are black teachers.

Item 8. Generally, black teachers are as well qualified to teach white students as are white teachers.

Only the random sample group fell short of "Tend to agree" with Item 15 and Item 16, on which they registered averages of 3.2 and 3.0, "Uncertain."

Item 15. Integrated neighborhoods help to eliminate racial prejudice.

Item 16. Racial integration of neighborhoods will solve the problem of racial balance in the schools.

Characterized by general uncertainty were these items: 9, 10, 11, and 12. New teachers showed a trend toward agreement for Item 10 (3.7). On this item, the other averages were: 3.5, 3.3, and 3.4, leaning toward being "Uncertain." Task Force members had a tendency toward agreement with Item 9 (3.6), while each of the other groups had an average of 3.3, closer to

"Uncertain." Task Force members favored "Tend to agree" with Item 12 (3.9), as did the random sample (3.6), while the other two groups had averages close to "Uncertain."

> Item 9. Most white liberals do not want to send their children to predominantly black schools.
>
> Item 10. Upper class Negroes want to send their children to predominantly white schools.
>
> Item 11. Blacks of a low socio-economic class do not want to send their children to integrated schools.
>
> Item 12. Whites of a low socio-economic class do not want to send their children to integrated schools.

New teachers and voluntary transfers again substantially agreed on Item 24, with averages of 4.0 and 3.8, "Tend to agree." The random sample group was "Uncertain" (3.1), while the Task Force members were at the half-way point between these two positions (3.5).

> Item 24. Racially and socially isolated schools are a factor in the rise of delinquency among lower-status adolescents, whether black or white.

All except the random sample group had the same average (4.0), "Tend to agree", for Item 25. The random sample average was 3.1, "Uncertain."

> Item 25. The general failure to eliminate segregation in the nation's schools, whether de jure or de facto, has increased the level of interracial mistrust among whites and blacks.

The new teacher average for Item 26 was in the direction of "Tend to agree" (3.8), with the other three groups all "Uncertain", 3.2, 3.0, and 2.8.

> Item 26. A disproportionate amount of time is spent by the teacher on discipline problems in a newly integrated situation.

Three of the groups averaged "Tend to agree" on Item 27 (4.0, 4.0, and [illegible]), a matter about which the random sample was more than uncertain (2.7).

> Item 27. Racial conflict in a school is usually triggered by a minor incident involving 2 or 3 students.

The random sample group again stood alone with an average of 2.4 approaching "Tend to disagree" for Item 28. The other groups clustered about "Tend to agree" with averages of 4.1, 4.3, and 3.8.

> Item 28. Security guards in a school can do little more than maintain an uneasy peace.

In an attitude questionnaire, such as Part III of this survey, the diversity of opinion as represented by the averages of the sub-groups often provides the kind of specific information which is obscured by a total mean. Careful study of TABLE 10, where the clusters of average responses are readily visible, reveals these differences.

As in other parts of the survey, the average for the total group reflected the influence of the group of Task Force members which was far larger than any of the other groups returning the survey. New teachers and voluntary transfers were both working in racially different situations, a circumstance which might account for their agreement on a number of statements.

In Part III, the random sample of staff had many more averages in the "Uncertain" category than any of the other groups, while the new teachers had fewest.

New teachers and the voluntary transfers has more items of "Strongly agree", with voluntary transfers having five items averaging 5.0, indicating a very firm opinion of this group on the items so marked.

A column for "Strongly disagree" was omitted from TABLE 10 because no item had an average of 1.5 or less.

TABLE 10

AVERAGE OPINIONS OF SAMPLING OF DAYTON STAFF ON DYNAMICS OF INTERACTION, PART III OF EEO SURVEY

Number or Part III	Task Force Members				New Teachers				Voluntary Transfers				Random Sample				Total Group			
	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
	[illegible]				2.3				1.7				1.8				2.0			
2	2.3				2.2				1.7					2.6			2.2			
3	1.9				1.8				1.7					2.6			2.0			
4	2.0				2.3				1.7					2.9			2.2			
5	2.4					3.0			1.8					2.7			2.5			
6		2.7				2.8			1.8					2.6				2.6		
7		[illegible]					3.8				4.5				4.0			3.2		
8		3.4					4.2				4.5				4.0				3.7	
9			3.6			3.3				3.3				3.3				3.5		
10		3.5					3.7			3.3				3.4				3.5		
11		3.0				3.2				3.2				3.0				3.0		
12			3.9			2.8				3.5					3.6				3.7	
13				4.7				4.9				5.0				4.8				4.8
14				4.8				5.0				5.0				4.9				4.8
15			4.4				4.2				4.0			3.2					4.1	
16			4.1				4.0				4.3			3.0					3.9	
17		2.9			1.8					2.7			1.8					2.6		
18		3.0				3.5				3.5			2.3					3.0		
19			4.1					4.7				5.0			4.1				4.3	
20	[illegible]					2.8				2.8			1.9				2.5			
21				[illegible]				5.0				5.0				4.7				4.8
22			[illegible]					4.6				4.7				4.6			4.5	
23				[illegible]				4.8				5.0				4.8				4.7
24		3.5					[illegible]				3.8			3.1					3.6	
25			4.0				[illegible]				4.0			3.1					3.8	
26		3.2					[illegible]			3.0				2.8				3.2		
27			4.0				4.0				3.8			2.7					3.8	
28			4.1				4.3				3.8		2.4						3.8	

KEY: 2, Tend to Disagree 3, Uncertain 4, Tend to Agree 5, Strongly Agree

Factors Which Tend to Cause Interferences With Learning

If quality education for all students becomes a common goal, then there needs to be some analysis of those factors which tend to interfere with learning, in order that their force may be minimized.

In Part IV of the EEO Survey, respondents were asked to choose among 32 listed factors, those which they judged caused interferences with learning and to place them in rank order. In order to point up any differences in their perceptions regarding White and Negro students, the two columns of blanks beside the item were headed "White" and "Negro."

Instead of completing their judgments of both columns, some respondents chose to do one column or the other, while some ignored this part of the survey altogether. A few gave identical rankings to the factors for both columns. These were all used in the composite tables found on the following pages, showing the comparative rankings for White and Negro students for each sub-group.

Other respondents ignored the directions for Part IV, and placed their own weights on the factors, such as using three or seven 1's, four 2's, five 3's, etc., to indicate that they felt certain factors were equal in value. Because using these returns would have given those individuals the equivalent weight of several other respondents, their responses were not tabulated. For example, one Task Force member marked 12 1's and added the comment at the end: "These are all of importance great enough that I would not try to rank them!"

In tabulation of the rankings, a "1" was given 20 points, a "2" 19 points, and so on in descending order of points. Most respondents did not include as many as 20 factors, although a few did. Composite rankings for each group was then made, according to the number of points each item received. Items which had the same number of points are indicated on the tables as "ties."

Any item which ranked in the top 25, according to the composite number of points accumulated in a sub-group, may be found in the four tables, with the exception that only 20 factors are ranked for the voluntary transfer teachers. Here, for example, "Poor attendance" as a factor causing interference with learning was ranked first for White students by all sub-groups except the random sample, who gave more importance to 16 other factors. For Negro students, the voluntary transfer teachers gave "Poor attendance" first place, Task Force members placed it second, new teachers seventh place, and the random sample 18th.

On the four tables, "Lack of reading ability for grade or course" for White students was ranked second, 11th, 4th, and 4th, as an important factor interfering with learning. For Black students, this same factor was ranked first, 5th, 4th, and 3rd.

New teachers ranked "Lack of ability to listen and pay attention" second for White students and first for Negro students. While the more experienced staff placed this factor farther down on the list, it still could be classified within the top ten: Task Force members, 7th and 4th; Voluntary transfers, 2nd for both groups; and Random sample, 10th and 15th.

The random sample had two quite different perceptions of the most important factor: for White students, "Lack of motivation", and for Black students, "Lack of respect for authority of the teacher." "Lack of motivation" was ranked in 6th place for both groups by Task Force members, in 4th and 3rd by new teachers, and in 3rd place for both groups by the voluntary transfers. The random sample placed "Lack of motivation" in [illegible] place for Negro students.

"Lack of respect for authority of the teacher" ranked much farther down the list, according to the other groups: Task Force members, 15th and 17th; new teachers, 6th and 11th; and voluntary transfers, [illegible] and 6th. The random sample gave this factor 5th place for White students.

TABLE 11

COMPOSITE RANKING BY TASK FORCE MEMBERS OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENTS

Rank	White Students	Negro Students
1	Poor attendance	Lack of reading ability for grade or course
2	Lack of reading ability for grade or course	Poor attendance
3	Lack of family support for educational goals	Level of language development
4	Poor self-esteem (poor self-concept)	Lack of ability to listen or pay attention
5	Lack of problem-solving ability	Poor self-esteem (poor self-concept)
6	Lack of motivation	Lack of motivation
7	Lack of ability to listen or pay attention	Lack of family support for educational goals
8	Lack of language development	Avoidance of participation in class work
9	Lack of general readiness for grade or course	Lack of general readiness for grade or course
10	Feelings of inferiority in face of teacher expectations	Economic disadvantage
11	Non-compliance with class assignments	Cultural disadvantage
12	Cultural disadvantage	Defensive orientation (interpersonal conflicts)
13	Economic disadvantage	Lower social class or status
14	Today's climate of dissent	Today's climate of dissent
15	Lack of respect for authority of teacher	Lack of feeling of effective control of environment
16	Avoidance of participation in class work	Lack of problem-solving ability
17	Health problems	Lack of respect for authority of teacher
18	Anxiety	Non-compliance with class assignments
19	Defensive orientation (interpersonal conflicts)	Health problems
20	Difficulty with comprehension of abstract concepts	Malnutrition
21	Lack of feeling of effective control of environment	Anxiety
22	Excessive interest in the opposite sex	Difficulty with comprehension of abstract concepts
23	Malnutrition	Lack of vocational aspirations of youth
24	Use of drugs	Difficulty with adopted text and learning materials
25	Lower social class or status	Difficulty of learning tasks required in the course

* Bracket ([ ) indicates tie rank.

TABLE 12

COMPOSITE RANKING BY NEW TEACHERS OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENTS

Rank	White Students	Negro Students
1	Poor attendance	Lack of ability to listen or pay attention
2	Lack of ability to listen or pay attention	Lack of family support for educational goals
3	Difficulty of adopted text and learning materials	Lack of motivation
4	Lack of motivation	Defensive orientation (interpersonal conflicts)
5	Lack of vocational aspirations of youth	Lack of reading ability for grade or course
6	Lack of family support for educational goals	Lack of general readiness for grade or course
7	Defensive orientation (interpersonal conflicts)	Poor attendance
8	Lack of respect for authority of teacher	Difficulty of adopted text and learning materials
9	Today's climate of dissent	Poor self-esteem (poor self-concept)
10	Poor self-esteem (poor self-concept)	Level of language development
11	Lack of reading ability for grade or course	Lack of respect for authority of teacher
12	Desire for excitement	Lack of problem-solving ability
13	Lack of problem-solving ability	Difficulty with comprehension of abstract concepts
14	Anxiety	Economic disadvantage
15	Lack of general readiness for grade or course	Non-compliance with course assignments
16	Difficulty of learning tasks required in course	Today's climate of dissent
17	Lack of language development	Avoidance of participation in class work
18	Non-compliance with course assignments	Difficulty of learning tasks required in course
19	Self-indulgence in face of difficulty and work	Anxiety
20	Lack of feeling of effective control over environment	Desire for excitement
21	Difficulty with comprehension of abstract concepts	Lack of vocational aspirations of youth
22	Feelings of inferiority in face of teacher expectations	Low general intelligence
23	Low general intelligence	Low social class or status
24	Economic disadvantage	Self-indulgence in face of difficulty and work
25	Lower social class or status	Lack of feeling of effective control of environment

* Bracket ([ ) indicates tie rank.

TABLE 13

COMPOSITE RANKING BY VOLUNTARY TRANSFERS OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENT

Rank	White Students	Negro Students
1	Poor attendance	Poor attendance
2	Lack of ability to listen and pay attention	Lack of ability to listen and pay attention
3	Lack of motivation	┌Lack of motivation
4	Lack of reading ability for grade or course	└Lack of reading ability for grade or course
5	Anxiety	Lack of general readiness for grade or course
6	Lack of problem-solving ability	Lack of respect for authority of the teacher
7	Lack of respect for authority of the teacher	Lack of problem-solving ability
8	Economic disadvantage	Economic disadvantage
9	Lack of vocational aspirations of youth	Avoidance of participation in class work
10	Lack of general readiness for grade or course	Level of language development
11	Level of language development	┌Poor self esteem (poor self-concept)
12	Avoidance of participation in class work	└Lack of family support for educational goals
13	Today's climate of dissent	┌Anxiety
14	Low general intelligence	└Malnutrition
15	Lack of family support for educational goals	Lack of vocational aspirations of youth
16	Self-indulgence in face of difficulty and work	Difficulty of adopted text and learning materials
17	Defensive orientation (inter-personal conflicts)	Difficulty with comprehension of abstract concepts
18	Poor self esteem (poor self-concept)	┌Today's climate of dissent
19	Non-compliance with course assignments	└Difficulty of learning tasks required in the course
20	Avoidance of participation in class work	Self-indulgence in face of difficulty and work

* Bracket ([ ) indicates tie rank.

TABLE 14

COMPOSITE RANKING BY RANDOM SAMPLE OF TEACHING STAFF OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENTS

Rank	White Students	Negro Students
1	Lack of motivation	Lack of respect for authority of the teacher
2	Lack of problem-solving ability	Difficulty of adopted text and learning materials
3	Level of language development	Lack of reading ability for grade or course
4	Lack of reading ability for grade or course	Level of language development
5	Non-compliance with course assignments	Lack of motivation
6	Poor self esteem (poor self-concept)	Difficulty with comprehension of abstract concepts
7	Difficulty of learning tasks required in the course	Difficulty of learning tasks required in the course
8	Lack of respect for authority of the teacher	Poor self esteem (poor self-concept)
9	Lack of family support for educational goals	Lack of problem-solving ability
10	Lack of ability to listen or pay attention	Low general intelligence
11	Health problems	Cultural disadvantage
12	Avoidance of participation in class work	Lower social class or status
13	Anxiety	Health problems
14	Difficulty of adopted text and learning materials	Lack of general readiness for grade or course
15	Difficulty with comprehension of abstract concepts	Lack of ability to listen or pay attention
16	Today's climate of dissent	Anxiety
17	Poor attendance	Non-compliance with course assignments
18	Defensive orientation (interpersonal conflicts)	Poor attendance
19	Lack of feeling of effective control of environment	Defensive orientation (interpersonal conflicts)
20	Economic disadvantage	Avoidance of participation in class work
21	Cultural Disadvantage	Lack of feeling of effective control of environment
22	Low general intelligence	Today's climate of dissent
23	Lower social class or status	Lack of family support for educational goals
24	Malnutrition	Self-indulgence in face of difficulty and work
25	Feelings of inferiority in face of teacher expectations	Feelings of inferiority in face of teacher expectations

* Bracket ([ ) indicates tie rank.

In the same way, other factors may be analyzed by studying the tables.

Space for write-in factors was provided. One new teacher added the perceptive factor, "Attention getting, and attention wanted, from other students", ranking this as being the 6th most important factor in interfering with learning for white students and 4th for Negro students. A voluntary transfer teacher added, "Environmental conditions—large class size", ranking it 4th for Negro students. Whether from fatigue from the length of the survey, or because they found the list fairly inclusive, the other respondents added no items to Part IV.

Key Factors to Successful Achievement in Grade and Subject Taught

In contrast to Part IV, Part V of the survey asked for a rank order listing of 5 key factors to successful achievement necessary at the grade and/or for the subject(s) taught. This part was skipped by 11 Task Force members, by 1 voluntary transfer, and by 2 in the random sample. The factors to successful achievement are listed below, with a notation as to grade and subject taught.

Administrator:
TASK FORCE
MEMBER

1. Ability to concentrate attention.
2. Curiosity.
3. Relaxed atmosphere at school and at home.
4. Good physical condition.
5. Normal intelligence and reading ability.

Kindergarten:
VOLUNTARY
TRANSFER

1. Good self-concept.
2. Acceptance by classmates and teacher.
3. Responsibility and independence.
4. Good listening ability.
5. Good problem-solving ability and the freedom in the classroom to do this.

First Grade:
VOLUNTARY
TRANSFER

1. Belief that all children can learn and do learn.
2. Belief that all children can read.
3. Constant contact with parents about child's progress.
4. Belief that there is no difference in learning ability of the races.

First Grade:
TASK FORCE
MEMBER

1. Class size small enough to give more individual help in learning reading and other basic skills.
2. More variety of materials, particularly for reading.
3. Workshop in teaching phonics.
4. Too wide a range in ability in groups.
5. Better psychological testing and interpretation—too little understanding of problems and too little effort made to find out the difficulties.

First Grade:
VOLUNTARY
TRANSFER

1. Good attitude. (The children can and must learn. I can teach. We must all work.)
2. Good materials applicable to the grade and group.
3. Adequately equipped room, enough of everything.
4. Teacher's willingness to listen to children, and supervisors who want to help the children.
5. Teacher who wants to teach children.

First Grade:
NEW TEACHER

1. A good program for teaching—vital in the inner city!
2. Adequate staff.
3. Favorable attitudes and cooperation.
4. Good motivation for children.
5. Good equipment and materials.

Second Grade:
TASK FORCE
MEMBER

1. Cooperative personnel—Helpers.
2. Adequate supplies and materials.
3. Parental concern in educational goals.

Second Grade:
RANDOM SAMPLE

1. Ability to read on grade level.
2. Maturity for age.
3. Good health.
4. Math comprehension for grade level.
5. Ability to get along with peers.

Second Grade:
NEW TEACHER

1. Maturity.
2. Emotional stability.
3. Positive self-concept.
4. Attitude toward education and school.
5. Parental interest and attitude toward school and teacher, cooperation and participation.

Second Grade:
TASK FORCE
MEMBER

1. Ability to listen and pay close attention.
2. Readiness.
3. Home reinforcement of educational goals.
4. Motivation.

Primary:
TASK FORCE
MEMBER

1. Ability to comprehend and apply skills to work.
2. Ability to read and relate to studies.
3. Self-esteem.
4. Parental support.
5. Conduct.

Fourth Grade:
TASK FORCE
MEMBER

1. Good rapport—understanding of expectations.
2. Individualizing instruction as much as possible.
3. Positive self-concepts—sincere praise and encouragement.

Grade [illegible]: Art
TASK FORCE
MEMBER

1. Giving the child an honest evaluation of his work.
2. Provide concepts and ideas that establish a basis for further work.
3. Don't pressure a child, allow some creativeness, semi-directed.
4. General knowledge of art and its purposes in the world: establish a value for the subject. If the child is to learn, he must find the subject useful to him.
5. Establishment of good rapport between the teacher and the students.

Grades 5-8: Special Education, Language Art and Math.
RANDOM
SAMPLE
1. Patience!!!!
2. An understanding of slow learners' characteristics and learning abilities.
3. Suitable classrooms.
4. Knowledge of materials available.
5. In-service meetings.

Grade 6:
NEW TEACHER
1. Involvement of each individual.
2. Acceptance by peers and teacher.
3. To lose oneself in the work of the whole work group.
4. (I needed help in challenging various groups on a topic.)
5. (Also help in finding activities of varying difficulties on a topic.)

"4 and 5 don't answer your above question, but I feel the answers to my questions answer your question."

Grade 6:
RANDOM
SAMPLE
1. Understanding of individual differences.
2. Teaching on the child's level.
3. Inspiring a sense of achievement.
4. Motivation, desire to learn.
5. Instilling a sense of individual worth.

Grade 6:
TASK FORCE
MEMBER
1. Know and prepare for the subjects.
2. Be understanding and accept students as they are, work from there.
3. Be as flexible as possible.
4. Give children a chance to decide what is to be done at times in class.
5. Allow children opportunity to give their own opinions about a subject, but also give them the facts.

Grades 6-8: Social Studies
TASK FORCE
MEMBER
1. Individualized instruction—student choice of work.
2. Mutual respect of student and teacher.
3. Providing resource materials to be used in completing assignments.
4. Completing assignments.

Grade 7: Social Studies and Language Arts
TASK FORCE
MEMBER
1. Set a climate of treating each student fairly [illegible].
2. Give them a concept of self-esteem and self-reliance by letting each student discharge as many responsibilities under the guidance of the teacher as he is capable of.
3. Teach skills through individual attention.

Grade [illegible]: Social Studies
TASK FORCE
MEMBER
1. Reading ability.
2. Problem-solving ability.
3. Adequate self-concept.
4. Support from home.
5. Motivation.

[illegible]

Comprehension.

Motivation.

Grade 7: General Science

NEW TEACHER

1. An informal, non-threatening classroom environment.
2. Self-confidence for pupil.
3. Teachers who have confidence in pupils' abilities to achieve.
4. Regular attendance, pupils and teacher.
5. Objectives that are understood by pupils.

Grades 7-8: Mathematics

RANDOM SAMPLE

1. Motivation—Must see or feel a need in some way.
2. Ability to assume self-control.
3. Ability to follow directions.
4. Ability to reason, at least on lowest level.
5. Ability to read and interpret.

Grades 7-8: Language Arts

NEW TEACHER

1. Keeping young people interested so that they do not "turn off" the teacher and others in the class.
2. Develop in the person a desire to learn on his own, a curiosity for knowledge.
3. Respect for own opinion and other person's opinion.
4. Critical reading and thinking—ability to tell fact from opinion.
5. Learning to live with other people (all kinds) peacefully.

Grades 7-8: English

TASK FORCE MEMBER

1. Group planning and materials according to ability.
2. Variety of reading materials and skills.
3. Less separation of English from reading and spelling which should be taught by the same person.
4. Combination of thought-provoking activities.
5. Less grammar, more emphasis on comprehension for understanding.

Grades 7-8: Science

RANDOM SAMPLE

1. Good attendance of teacher and students.
2. Activities that involve students in demonstrations and experiments.
3. Proper attitude of parents toward need for education.
4. Less loss of class time due to assembly meetings or other activities.
5. Using textbook for more than just one year, sometimes, a science text could serve several grade levels.

Grade 8: Mathematics

TASK FORCE MEMBER

1. Grade level ability.
2. Interest and desire.
3. Home motivation.
4. Listening ability.
5. Working on assignments.

Grade [illegible]: Social Studies

RANDOM SAMPLE

1. Motivation of all.
2. Pupils' interests, needs, and desires.
3. Open research and discussion pro and con, on topics of current concern.
4. Reading comprehension and skills and recall.
5. Listening and following directions.

Grade 7-8: Art

TASK FORCE MEMBER

1. Ability to listen, follow a few simple directions, and accept motivation.
2. Self-confidence and personal esteem.
3. Ability to solve problems independently of others.
4. Appreciation of the concept of creativity.
5. Courage to express one's ideas and simple coordination of hand and eye.

Grade 9: General Math

NEW TEACHER

1. Good discipline and attention.
2. Preparation and enthusiasm of teacher and class preparations.
3. Class participation in assignment, response (verbally or written), and immediate grading.
4. Motivation by encouragement of every favorable response.
5. Class discussions relative to behavior and present day problems, with allowance of time for class to come to attention.

Grades 9-12: Vocational

RANDOM SAMPLE

1. Willingness to learn, the attitude of student.
2. Behavior disciplined, respect of self and others.
3. Self-disciplined to follow instructions and to do work regularly and punctually.
4. Regular attendance at school.
5. Student has completed necessary goals of grades 1-8 (not "watered down")—has all necessary skills in basics.

Grades 9-10: Reading

TASK FORCE MEMBER

1. Effort.
2. Good attendance.
3. Ability to listen and pay attention.
4. Confidence in ability to achieve.
5. Raising level of self-esteem.

Grades 11-12: Composition and Literature

VOLUNTARY TRANSFER

1. Sincere desire to learn. (If a student has a desire to learn and some ability, he will succeed.)
2. Willingness to try everything.
3. Some ability to think creatively, to use the imagination.
4. Do assignments and pay attention in class.
5. Good attendance.

Grade 11: History

TASK FORCE MEMBER

1. Pride of subject, to teach it to all students.
2. Motivation to be happy about tasks performed.
3. Work with students as individuals, not as social outcasts.
4. To be real, to explain relevance of materials as to how they affect one's life.
5. Being consistent, human, tolerant.

Grade 12: Refresher Math

TASK FORCE MEMBER

1. Acceptable class participation.
2. Good attendance.
3. Self-discipline as far as studying is concerned.
4. Knowledge of 4 basic operations of mathematics.

Insight into problem-solving.

Grades 11-12: Business

TASK FORCE MEMBER

1. Good reading ability.
2. Ability to follow directions.
3. Desire to learn.
4. Willingness to do assigned problems and homework.
5. Achievement in developing and recognizing sentences.
6. Motor coordination.

Senior High School Art

TASK FORCE MEMBER

1. Interest in art and related subjects.
2. Willingness to accept new ideas and try new concepts.
3. Talent—natural ability in subject.
4. Ability to start work on and complete individual problems.
5. Good self-concept.

Intermediate and Junior High School: Special Education

NEW TEACHER

1. Good self-concept in realizing abilities.
2. Acceptable of differences in others.
3. Realization and reality of student shaping his own destiny, by developing discipline and self-responsibility.
4. Reading—decoding, encoding (phonics and expression skills).
5. Discovery and experimentation in the learning process.

(No subject or grade listed)

TASK FORCE MEMBER

1. Ability to listen and follow instructions.
2. Good work habits.
3. Self-motivation.
4. Average intelligence.
5. Support of family members.

(No subject or grade listed)

TASK FORCE MEMBER

1. Positive self-image.
2. Motivation (family-school imposed).
3. Accepting teacher.
4. Individualized instruction.
5. Relativity of the curriculum—student participation.

Any (grade): Any (subject)

TASK FORCE MEMBER

1. Teacher must hold the students in high positive regard.
2. Teacher must use a variety of materials.
3. Teacher must use a variety of procedures.
4. Teacher must program the materials intelligently, that is, the learning sequence must be intergrated and the steps, steppable.
5. The teacher must evaluate individually.

As can be noted from the foregoing responses, some individuals interpreted the "key factors to successful achievement in grade and subject taught" as being teacher-produced, while others took the cue from Part IV and stated key factors as related to pupil ability and activity. Although this produced a list that can not be readily categorized, the combination may serve to provide a prescription for equality of educational opportunity.

Characteristics of Respondents to Survey

Part VI included provisions for data about those who responded to the survey and about their students. Although no signature was required, several individuals skipped answering this page, or ignored parts of it. In a few cases where the race blank was not completed, race was inferred if the individual noted that he had attended a racially isolated "all white" or "all black" school.

The small number of returns from new teachers, volunteer transfers, and the random sample may be considered something of a handicap in judging how representative of the larger group the small number of returns is. It can be said, however, that these individuals did exhibit a responsibility in returning the survey form.

TABLE 15 provides a tabulation of the characteristics of the members of each sub-group and of the total group.

In three of the categories, more women than men responded to the survey. The percentage of black teachers and administrators responding to the survey was small; all new teachers responding were white, with only one black voluntary transfer answering. The point of view of Negro teachers is, then, only partially represented in the survey results.

Less than one-fourth of the respondents are native to Dayton or Montgomery, but more than half (57%) were born in Ohio. One teacher in six came from the South, with other parts of the country also represented.

As far as age is concerned, all groups were found in the survey, with 35% of the total being under thirty years of age. The random sample had the largest percentage in the 40-49 age group, 55%.

The great majority of each group had attended racially isolated black or white elementary schools, 73% of the total group. For secondary schools, this percentage attending racially isolated schools dropped to 60%, and for college or university 46%.

TABLE 15
CHARACTERISTICS OF RESPONDENTS TO THE EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
SEX:										
Male	15	45%	1	14%	2	33%	5	55%	23	42%
Female	17	52%	6	86%	4	67%	4	45%	31	56%
No answer	1	3%	0	0	0	0	0	0	1	2%
RACE:										
Black	6	18%	0	0	1	17%	1	11%	8	15%
White	26	79%	7	100%	5	83%	5	55%	43	78%
Other	0	0	0	0	0	0	1	11%	1	2%
No answer	1	3%	0	0	0	0	2	22%	3	5%
MARITAL STATUS:										
Single	6	18%	3	43%	1	17%	0	0	10	18%
Married	26	79%	4	57%	5	83%	8	88%	43	78%
Widow or Widower	0	0	0	0	0	0	0	0	0	0
Divorced or Separated	0	0	0	0	0	0	1	11%	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%
PLACE OF BIRTH:										
Dayton or Montgomery County	8	24%	2	28%	1	17%	2	22%	13	24%
Elsewhere in Ohio	11	33%	3	43%	1	17%	3	33%	18	33%
Elsewhere in North or Midwest	3	9%	1	14%	2	33%	1	11%	7	13%
South	5	15%	0	0	2	33%	2	22%	9	16%
East	3	9%	0	0	0	0	1	11%	4	7%
West	1	3%	1	14%	0	0	0	0	2	4%
Other	1	3%	0	0	0	0	0	0	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%
AGE:										
20-29	10	30%	3	43%	4	67%	2	22%	19	35%
30-39	10	30%	2	28%	0	0	1	11%	13	24%
40-49	7	21%	1	14%	0	0	5	55%	13	24%
50-59	5	15%	0	0	2	33%	1	11%	8	15%
60-64	0	0	1	14%	0	0	0	0	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%

TABLE 15 (continued) CHARACTERISTICS OF RESPONDENTS TO THE EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
KIND OF SCHOOLS ATTENDED:										
Elementary:										
Racially isolated—black	4	12%	0	0	0	0	1	11%	5	9%
Racially isolated—white	18	54%	6	86%	5	83%	6	66%	35	64%
Integrated— More than 50% white	9	27%	1	14%	1	17%	1	11%	12	22%
Secondary										
Racially isolated—black	4	12%	0	0	0	0	1	11%	5	9%
Racially isolated—white	15	45%	4	57%	4	67%	5	55%	28	51%
Integrated— More than 50% white	12	36%	2	28%	2	33%	1	11%	17	31%
College or University:										
Racially isolated—black	4	12%	0	0	0	0	1	11%	5	9%
Racially isolated—white	5	15%	2	28%	2	33%	6	66%	15	27%
Integrated— More than 50% white	21	63%	5	71%	4	67%	1	11%	31	56%
No Answer	3	9%	0	0	0	0	1	11%	4	7%
TRAINING:										
Bachelor's Degree	14	42%	7	100%	5	83%	7	77%	33	60%
Master's Degree	15	45%	0	0	1	17%	2	22%	18	33%
Master's + 30 hours	3	9%	0	0	0	0	0	0	3	5%
No answer	1	3%	0	0	0	0	0	0	1	2%
NUMBER OF YEARS TAUGHT IN DAYTON SCHOOLS:										
1 year	2	6%	6	86%	0	0	0	0	8	15%
2-6 years	12	36%	1	14%	4	67%	3	33%	20	36%
7-12 years	10	30%	0	0	1	16%	3	33%	14	25%
13-18 years	4	12%	0	0	0	0	3	33%	7	13%
19-24 years	3	9%	0	0	1	16%	0	0	4	7%
25 years or more	1	3%	0	0	0	0	0	0	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%
PREFERENCE FOR POSITION										
Present School	15	45%	6	86%	5	83%	9	100%	35	64%
Volunteer to Aid Staff Integration	2	6%	0	0	0	0	0	0	2	4%
Return to Former School	2	6%	0	0	0	0	0	0	2	4%
Retire	2	6%	0	0	0	0	0	0	2	4%
Leave system	1	3%	0	0	0	0	0	0	1	2%
Administration	3	9%	1	14%	0	0	0	0	4	7%
No answer	7	21%	0	0	0	0	0	0	7	13%
	1	3%	0	0	1	16%	0	0	2	3%

TABLE 15 (continued) CHARACTERISTICS OF RESPONDENTS TO THE EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
PLACE OF RESIDENCE:										
Dayton										
Black neighborhood	6	18%	0	0	1	17%	0	0	7	13%
White neighborhood	4	12%	3	43%	0	0	1	11%	6	15%
Integrated neighborhood	9	27%	1	14%	2	33%	0	0	12	22%
Suburban Community										
Black neighborhood	1	3%	0	0	0	0	0	0	1	2%
White neighborhood	6	18%	2	28%	2	33%	6	66%	16	29%
Integrated neighborhood	3	9%	0	0	1	17%	1	11%	5	9%
Rural Area										
Black neighborhood	0	0	0	0	0	0	0	0	0	0
White neighborhood	3	9%	1	14%	0	0	1	11%	5	9%
Integrated neighborhood	0	0	0	0	0	0	0	0	0	0
No answer	1	3%	0	0	0	0	0	0	1	2%

Those responding to the survey were fairly representative of the entire staff, 60% of the total group having a Bachelor's degree, 33% having a Master's as the highest degree, with 5% having a Master's plus 30 hours.

The number of years taught in Dayton schools varied from 1 year to more than 25, with the largest number, 20 or 36%, having taught between 2 and 6 years. One out of four respondents to the survey had taught between 7 and 12 years.

Satisfaction with position was reflected in the 64% who checked "Present school" as their preference for type of position for the coming year. The next largest group was "Administration" with 13%. Only 2 persons, or 4%, checked the blank, "Volunteer to Aid Staff Integration". These two were from the Task Force. All of the individuals in the random sample checked "Present school." If this percentage is representative, it would mean that approximately 50 persons a year, under present conditions of communication of need, might be counted on to volunteer in the program to aid staff integration.

The place of residence of the respondents indicates something of the extent of their own neighborhood experiences with those of other races. Since 78% of the respondents are married, it is also a reflection of the opportunity for interracial school experiences which the respondents own children may have. Fifteen per cent of the respondents live in black neighborhoods, 53% live in white neighborhoods, and 31% in integrated neighborhoods. About 50% live within the city of Dayton, 40% in suburban communities, and 9% in rural areas.

Because of the time involved, it was not considered feasible to study the responses in terms of any of the characteristics of the respondents. The survey forms are on file for anyone who has an hypothesis to test along this line!

Characteristics of Classes of Respondents

A final tally showed the distribution of certain characteristics of the classes of the respondents in three areas:

Racial composition
Socio-economic status
Stanine achievement

Task Force members' classes were representative of all degrees of racial composition. New teachers had chiefly black students. Voluntary transfers had either all black or all white classes. Most of the teachers responding in the random sample had a majority white class.

No individual responding to the survey considered his class to be "More than 50% upper class." New teachers and voluntary transfers had "More than 50% lower class." For the total group, of those answering the question, the classes were rather evenly divided between "More than 50% middle class" and "More than 50% lower class."

Achievement level as designated by percentages of stanine groupings indicated whether classes were below average, average, or above average. Twenty-two persons, or 40% did not answer this question. Of those answering, there was a fairly even division between classes predominantly average in achievement and those below average. The individual percentage groups are listed below,

Task Force members		New Teachers	Voluntary Transfers	Random Sample
100- 0- 0	25-65-10	100- 0- 0	75-20- 5	59-40- 1
90-10- 0	24-70- 6	70-23- 2	10-70-20	50-40-10
80-20-10	20-60-20	68-30- 2	20-50-30	10-60-30
70-25- 5	10-80-10	60-35- 5	15-60-25	0-80-20
70-20-10	10-80-10	40-50-10		
60-35- 5	15-50-25	15-65-20		
50-40-10	10-75-15			
50-35-15	10-60-30			
30-50-20	33-33-33			
25-60-15				

A summary of the characteristics of classes of the respondents to the survey may be found in TABLE 16.

TABLE 16
CHARACTERISTICS OF CLASSES OF TEACHERS RESPONDING TO EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
RACIAL COMPOSITION										
All black	3	9%	3	43%	5	83%	0	0	11	20%
75%-99% black	5	15%	3	43%	0	0	1	11%	9	16%
50%-74% black	3	9%	0	0	0	0	0	0	3	5%
25%-49% black	3	9%	1	14%	0	0	0	0	4	7%
1%-24% black	7	21%	0	0	0	0	3	33%	10	18%
All white	7	21%	0	0	1	17%	5	55%	13	24%
No answer	5	15%	0	0	0	0	0	0	5	9%
SOCIO-ECONOMIC STATUS										
More than 50% upper class	0	0	0	0	0	0	0	0	0	0
More than 50% middle class	16	48%	2	28%	2	33%	6	67%	26	47%
More than 50% lower class	13	39%	5	71%	4	66%	3	33%	25	4[illegible]
Other	0	0	0	0	0	0	0	0	0	0
No answer	4	12%	0	0	0	0	0	0	4	7%
ACHIEVEMENT LEVEL										
Highest percentage at Stanines 7, 8, and 9 (Above average)	0	0	0	0	0	0	0	0	0	0
Highest percentage at Stanines 4, 5, and 6 (Average)	9	27%	2	28%	3	50%	2	22%	16	29%
Highest percentage at Stanines 1, 2, and 3 (Below Average)	10	30%	4	57%	1	17%	2	22%	17	31%
Equal percentages for group of stanines	1	35%	0	0	0	0	0	0	1	2%
No answer	14	42%	1	14%	2	33%	5	55%	22	40%

Limitations of the Survey

With less than a 30% total return of the survey forms sent to staff in the four sub-groups, there may be a question concerning how representative the opinions are of the Dayton professional staff. This is acknowledged as a limitation of the survey.

Certainly, however, it can be said that the 55 respondents to the survey themselves felt a greater degree of responsibility in completing and mailing in the forms than did those individuals who laid the survey aside. There was no external pressure to fill out the survey, as it was sent individually, requiring no signatures; no one could check on who had returned it and who had not. (The 55 persons account for more than 2% of the Dayton professional staff in the schools.)

Because the Task Force members far outnumbered the other respondents, their responses had the greatest effect on the averages for the total group, item by item. In coming to certain conclusions, Task Force members had the advantage of meetings sponsored by the EEO Project which may have had some effect on their attitudes about certain items. New teachers and voluntary transfers, only one of whom was Negro, had the common experience of teaching in racially different schools. With only nine respondents, the random sample of the staff could hardly be called a control group.

The figures for any item can not, therefore, be given a high probability value as being necessarily representative of Dayton professional school staff opinion in general. In each of the four groups, the results for any one item denotes only the mean response for the particular group of staff who completed the survey form, or who ranked inter-related factors, or who presented certain ideas of their own.

Resistance to the survey itself and consequent refusal to follow the survey design was neatly summed up by a man on the Task Force whose classes, according to Part VII, were "More than 50% lower class." Across the blank space on Part IV, he scrawled, with triple underlinings:

> "ABSURD—Many of these elements interact—to imply they can be ranked is foolishness!! And wastes valuable time!"

By skipping both columns, this gentleman deprived the survey results of his judgment about factors that interfere with learning, although he did complete Part V with 5 "musts" for the teacher as keys to successful achievement. He is an advocate of "constructive feedback" in the process of "continuous consultation and supervision" in achieving staff integration. A number of other persons skipped one or both columns of Part IV.

That two types of responses occurred in the marking of Part IV and Part V suggests that the clarity of the directions might be improved.

In constructing this questionnaire, formal structure for ease of tabulation and flexibility to allow for free play of the ideas of the respondents were both attempted. Formal structure became a limitation if the respondents rejected the design. Flexibility in open-ended questions made for greater difficulty in categorization, as shown in the reporting of Part V.

No over-all "scores" were attempted for the total survey or for any part. Any research value lies in the item by item study and interpretation. Any contribution to the school system lies in the evaluation and implementation which may occur from such item by item study in terms of the underlying question, "Where do we go from here?"

GENERAL CONCLUSIONS

The 55 respondents to the EEO Survey seemed very sincere in their responses to the various parts of the survey, from freely answering open-ended questions to scaling their opinions on commonly held or controversial issues, to ranking (or refusing to rank) factors of importance, to occasionally "improving" the language of the survey. This sincerity contributed to the validity of the results of the survey.

Basic educational needs of the Dayton schools were recognized as including, among others, 1) the development of reading skills, 2) meeting individual needs through individualized instruction and guidance, 3) teachers who are qualified and sensitive, with patience and concern for others, and who design meaningful activities at which pupils can succeed, and 4) the development of an atmosphere of human relations wherein pupils have good attitudes about themselves and each other, bringing about reconciliation between races and generations and ending behavioral problems stemming from racial tension.

To achieve staff integration, the respondents tended to support voluntary transfers, the assignment of qualified new teachers to racially different schools, and both rational and affective support of change through in-service workshops and seminars, counseling, and administrative support.

In an evaluation of the functioning of EEO Task Force members, the Task Force members noted that they had engaged most often in these roles:

1) As an aide to the principal in helping him and the staff in the development of behavioral goals.

2) As a resource person in aiding positive interaction among staff.

3) As a resource person in helping to determine the needs within the school relating to pupil interaction.

Some Task Force members went further than these prescribed roles in initiating other types of activities in their buildings.

Two general areas of priority for Equal Educational Opportunity Project activities were suggested by a large number of Task Force members: 1) the necessity for in-service workshops and seminars leading to positive interaction of staff, students, and community, and 2) specific suggestions for school organizational problems dealing with sharing, teacher transfers, busing, and school integration.

In the consideration of teaching skills in new situations, strong agreement was expressed with the necessity for teaching skills which meet the needs of individual children, with instructional materials created, if necessary, by the teacher; flexibility in organization; and methods of individualized instruction replacing large group processes in disadvantaged schools. New teachers and voluntary transfers to racially different schools expressed a fairly strong agreement that "Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race," with other groups tending to agree with the statement.

The total group tended to agree that teaching skills should include: 1) planning meaningful curriculum activities, 2) applying teaching strategies to different levels of ability and achievement, 3) developing an emotional climate within classes to achieve desired educational goals, and 4) structural flexibility in the organization of school and classroom activities. In order to apply specific training techniques, they tended to agree that in-service training should be provided.

There was fairly strong agreement, especially among the voluntary transfer teachers, that teachers should be provided with a wide variety of materials in order to teach Black history, culture, and other aspects of inter-racial understanding. They tended to agree, also, that teachers should have the opportunity to attend seminars in understanding current forces of social interaction and that teachers need access to and practice in the utilization of principles based on social psychological research related to changing intergroup attitudes.

Another item on which the total group tended to agree was that the school should become more of a community center involving parents in planning for and implementing their children's learning.

Voluntary transfers tended toward being "Uncertain" about the statement that, at the outset of a course, pupils' learning experiences should involve extensive structure or control until self-maintenance of desirable learning behaviors become strongly set. The total group, however, tended to agree.

In judging *self-actualization in applying these teaching skills*, the total group gave its highest success rating to the item concerning friendship with a member of another race. Voluntary transfer teachers were unanimous in marking "Highly successful" in this area, while the others averaged "Usually successful." Least successful in self-actualization was the item involving parents in their children's learning, with the average for the total group denoting "Some success." In the areas which they had marked "Tend to agree" or "Strongly agree", the respondents to the survey generally appear to feel only "Moderately successful." Greater attention needs to be given to the aspect of establishing policies and bringing about conditions under which teachers can feel successful as they apply their teaching skills.

Perceptions of *pupils and their achievement* appeared to be related to group experiences concerning an item. For example, Task Force members, new teachers, and voluntary transfers all tended to disagree that white student achievement tends to suffer under integration, whether or not the white students are in the majority or a minority; the random sample of teachers registered "Uncertain" on this item. New teachers and voluntary transfers had a tendency toward "Strongly agree" that the integrated setting has a great potential for producing better racial understanding, while the other groups tended to agree.

There was some diversity of opinion concerning the statement, "Integration by itself will not automatically bring out improvement in interracial understanding", which the random sample marked "Strongly agree" and about which the new teacher group was "Uncertain." Markings of the other two groups indicated "Tend to agree." Both new teachers and voluntary transfers were somewhat uncertain about the supplementary statement, "Integration by itself will not automatically bring about improvement in achievement levels for Negro students", but the total group average was "Tend to agree."

As a whole, the respondents were definite in "Tend to agree" that family social class and the student's immediate home neighborhood exert important influences on his achievement. A review of studies in this area does indicate that family social class level appears to exert an important influence on student achievement, but also states definitely:

> "The social and economic context of the disadvantaged student's neighborhood does not appear to exert any effect on achievement, independently of family social class, ability factors, and school social class composition."

Lacking local research to prove or disprove other statements regarding student achievement under situations of integration or of racial and social isolation, survey respondents were generally inclined toward uncertainty about many of them. For example, they were uncertain about whether a gap exists between the achievement of the average white and the average black student and not too sure about the effects of integration in closing the gap. On this point, the New York report states:

> "Even though the studies often indicate superior achievement on the part of the integrated Negro student, it must still be noted that the integrated Negro student generally remains behind the achievement levels displayed by the white majority. Integration, on an overall basis, does help the Negro student to close some of the achievement gap that is found between white and Negro students, but it does not appear to have the potential to completely close the gap. This suggests that, if this gap is to be erased, integration must be accompanied by a number of additional, specific programs catering to the disadvantaged."

The New York State report is a summary of a number of studies which have been reported nationally. Its conclusions are somewhat tentatively stated and may or may not be applicable to student achievement in the Dayton schools which have not engaged in direct research concerning relative achievement of racial groups. Staff perceptions, as reported for different groups in this survey, could form the bases for generating hypotheses for further study, if this was deemed advisable.

Perceptions of the dynamics of interaction varied among the groups. While the group average indicates that some of the representatives of the Dayton professional staff tended to disagree that: 1) The Black Power movement holds the greatest promise of economic opportunity for blacks; 2) Busing of students is a good way of improving racial balance in the schools; and 3) Interracial dating among high school students is an effective means of creating interracial understanding, the averages of some of the sub-groups were in the direction of uncertain for each of these propositions.

On the other hand, the cluster of items regarding housing opportunities, the rationale of the civil rights movement, equality of economic opportunity, availability of birth control information to the poor, and the persistence of poverty in a land of plenty evoked either "Tend to agree" or "Strongly agree" from all groups in the survey, showing a basic concern for meeting human problems.

A general tendency toward disagreement with the four statements regarding students (regardless of race) not respecting teachers and administrators (regardless of race) projected a faith in students on the part of the survey respondents, although they evidenced more uncertainty about the two statements regarding the degree of receptivity of black (or white) students to black (or white) teachers. Perhaps this feeling about receptivity is one of the factors which causes teachers to volunteer, or fail to volunteer, for transfer to racially different schools. This opens an area of possible exploration for the Equal Educational Opportunity Project to consider.

Interrelated factors of importance which interfere with learning were identified by ranking for white and Negro students by the survey respondents who ranged from administrators to teachers of all grades from kindergarten to grade 12 and of all subjects from art to mathematics. Although the composite ranking of the respondents of any of the four sub-groups tended to give somewhat different ranks to the factors for the two racial classifications of students, the following factors appeared on nearly all eight group lists among the 20 most important factors:

Lack of motivation
Lack of reading ability for grade or course
Lack of ability to listen or pay attention
Poor attendance
Lack of family support for educational goals
Lack of language development
Lack of problem-solving ability
Poor self-esteem (poor self-concept)
Lack of respect for authority of the teacher
Lack of general readiness for grade or course
Economic disadvantage
Defensive orientation (interpersonal conflicts)
Anxiety
Today's climate of dissent
Non-compliance with course assignments

Whatever can be done to overcome the effect of any one or of any combination of these factors should contribute to a more dynamic and positive "field force" for learning in the classroom. This would set the stage for equality of educational opportunity for all students.

Individually listed key factors to successful achievement according to grade and subject taught gave positive support to the above listing.

As previously suggested in this report, respondents to the survey appeared to be sincerely interested in education of all students. Given the quality of professional staff represented by the respondents to this survey—a staff willing to analyze a problem and seek solutions, the schools can move toward higher quality education if their suggestions are considered and implemented.

APPENDIX

EEO SURVEY 1969-70

FOR TASK FORCE MEMBERS ONLY

Directions: Answer questions 1-5, choosing the appropriate numeral from the key at the right. Your open response to questions 6 and 7 will aid in planning for the future.

KEY

1. Not at all
2. Once or twice
3. Three to five times
4. Quite often
5. Regularly, throughout the year

To what extent did you, as a task force member—

1. Serve as a liaison person between your school and the central office? ________
2. Serve as a resource person in your building in aiding positive interaction among staff? ________
3. Serve as a resource person in helping to determine the needs within your school relating to pupil interaction? ________
4. Provide input to the EEO office by making recommendations of activities that the EEO office might implement? ________
5. Serve as an aide to your principal in helping him and the staff in the development of behavioral goals? ________

Please respond candidly to the following questions, using the other side of the paper, if necessary.

6. In what other functions did you serve as a task force member? ____________________

   ____

7. If you were determining the activities of the task force for 1970-71, to what programs would you give priority?

   ____

   ____

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and
Elizabeth M. Lane, Coordinator of Educational Research
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EQUAL EDUCATIONAL OPPORTUNITY SURVEY April 1970

Because you have had the professional experience of serving on the TASK FORCE FOR EQUAL EDUCATIONAL OPPORTUNITY, you are being asked to make some judgments in an opinion sampling of the professional staff concerning attitudes involving aspects of quality integrated education. The survey is sponsored and under the direction of the EQUAL EDUCATIONAL OPPORTUNITY PROJECT.

The Likert-type scale used provides for a wide range of response from Strongly disagree to Strongly agree. Tabulations will be made by an item analysis with percentages computed for each of the 5 choices for each item. The survey will be valid to the extent that each person tries to record his candid feeling on each issue. No individual will be identified. However, your personal opinions will provide a valuable input and will be considered in the decision-making process.

Please answer each item according to the keys provided. You need not, of course, sign your name. Return the completed survey promptly (by April 30) to

Marshall Rosensweet, Associate Director of EEO
Administration Building

OPEN-ENDED QUESTIONS

Before you turn the page to begin the survey, please note down a brief answer to each of these two questions:

1. What do you consider the most basic educational need of students in the Dayton schools if they are to receive a quality education?

2. What suggestion would you make to improve the process of achieving staff integration?

EEO SURVEY 1969-70

PART I

Your level of theoretical response to the following statements will enable the Dayton Public Schools to plan more effectively for quality integrated education. Your judgment of self-actualization in the second section will perhaps help you in setting your own professional goals and will provide a measure of group evaluation for the EEO program.

Directions: Think about each of the following statements in two ways:
Is it true in your experience?
How does the area relate to you and your work?

Mark one of the categories in each section with the appropriate numeral according to the keys above the blanks.

THEORETICALLY SPEAKING— How do you feel about the statement?

KEY
1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

SELF-ACTUALIZATION: How do you rate your own performance this year in this area?

KEY
1. Little success
2. Some success
3. Moderately successful
4. Usually successful
5. Highly successful

TEACHING SKILLS IN NEW SITUATIONS

	THEORETICALLY SPEAKING	SELF-ACTUALIZATION
1. Teachers who transfer should have training in assessing pupils' abilities and learning skills in order to plan curriculum activities which will be meaningful to pupils.	______	______
2. In order to promote effective associative and cognitive learning, many teachers need help in selecting and applying teaching strategies which reflect pupils' different levels of ability and achievement.	______	______
3. Teachers should be provided with in-service training in applying specific training techniques in areas where intellectual and educational deficits are most severe among the disadvantaged.	______	______
4. Many teachers need to develop skill in developing affective group processes (emotional climate) within their classes in order to achieve desired educational goals.	______	______
5. Within each school, teachers should be provided with time and opportunity to create instructional materials which meet the specific learning requirements of individual children.	______	______
6. Efforts should be made for the school to become more of a community center, involving parents in planning for and implementing their children's learning.	______	______

OVER

	How do you feel about the statement?	How do you rate your own performance this year in this area?
7. In order to teach Black history, culture, and other special courses which relate to interracial understanding, teachers should be provided with a wide variety of materials from which to choose those most applicable at the various grade levels and for particular courses.	____________	____________
8. Teachers should have the opportunity to attend seminars in understanding current forces of social interaction as they relate to historical, cultural, economic, and attitudinal differences associated with race and class status.	____________	____________
9. Teachers need access to and practice in the utilization of principles based on social psychological research that is related to changing intergroup attitudes.	____________	____________
10. Total school and classroom activities need to be organized with the kind of structural flexibility that meet the diverse needs of pupils for continuous learning.	____________	____________
11. In a disadvantaged school, large group (or class) processes of instruction in some areas should be replaced with individualized modes of instruction or small group learning.	____________	____________
12. At the outset of a course, pupils' learning experiences should involve extensive structure or control until self-maintenance of desirable learning behaviours become strongly set.	____________	____________
13. Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race.	____________	____________
WHAT OTHER CONDITION WOULD YOU ADD TO MAKE CHANGE OF TEACHING POSITION MORE EFFECTIVE?		
14. ______________________________ ______________________________	____________	____________

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EEO SURVEY 1969-70

PART II

KEY
1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

Your candid appraisal of each of the following statements is requested. Mark each statement with the appropriate numeral, using the key at the right.

PUPILS AND THEIR ACHIEVEMENT

1. Integrated Negro students, as a group, achieve at least as well as segregated Negro students. ____________
2. In many cases, integrated Negro students achieve at higher levels than segregated Negro students. ____________
3. Segregated Negro students frequently achieve as well as integrated students. ____________
4. Differences in achievement between integrated and segregated Negro students are of only minimal significance. ____________
5. Negro students in integrated schools with a high social class tend to do better than Negro students in an integrated school whose social class composition is lower. ____________
6. White student achievement tends to suffer under integration, if white students are in a minority. ____________
7. White student achievement tends to suffer under integration when white students are in the majority. ____________
8. The educational problems which may exist because of integration often have a greater effect on the teacher than on the white student. ____________
9. Integration by itself will not automatically bring about improvement in interracial understanding. ____________
10. Integration by itself will not automatically bring about improvement in achievement levels in Negro students. ____________
11. The integrated setting has a great potential for producing better interracial understanding. ____________
12. The integrated setting has a great potential for producing an increased orientation toward achievement. ____________
13. To facilitate achievement, integration requires an atmosphere of low social threat, a low level of anxiety, and minimal conflict. ____________

OVER

14. To facilitate achievement, integration requires an atmosphere of high achievement expectation. ________

15. Overall, integration does help the average Negro student to close some of the gap between the achievement of white and Negro students, but it does not appear to have the potential to completely close the gap. ________

16. To close the gap, integration should be accompanied by a number of additional, specific programs designed for the disadvantaged. ________

17. There is no gap between the achievement of the average white and the average black student. ________

18. Any student (black, white, or member of other identifiable group) is likely to suffer some degree of educational disadvantage as a facet of attending a school or being in a classroom with predominantly lower status people. ________

19. Family social class exerts an important influence on student achievement. ________

20. The student's immediate home neighborhood exerts an important effect on his achievement, independent of family social class, ability factors, and school class composition. ________

21. To encourage maximum achievement, schools should organize classroom grouping by ability levels. ________

On what basis did you arrive at most of the above points of view?

CHECK ONE:

It's common knowledge___ My own hunch___ Personal experience___ Test results___ Research reports___

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EEO SURVEY 1969-70

PART III

KEY
1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

How do you view each of the following statements?
Mark each statement with the appropriate numeral, using the key at the right.

DYNAMICS OF INTERACTION

1. White students do not respect black teachers and administrators. ____
2. Black students do not respect white teachers and administrators. ____
3. White students do not respect white teachers and administrators. ____
4. Black students do not respect black teachers and administrators. ____
5. Black students are more receptive to black teachers than to white teachers. ____
6. White students are more receptive to white teachers than to black teachers. ____
7. Generally, white teachers are as well qualified to teach black students as are black teachers. ____
8. Generally, black teachers are as well qualified to teach white students as are white teachers. ____
9. Most white liberals do not want to send their children to predominantly black schools. ____
10. Upper class Negroes want to send their children to predominantly white schools. ____
11. Blacks of a low socio-economic class do not want to send their children to integrated schools. ____
12. Whites of a low socio-economic class do not want to send their children to integrated schools. ____
13. A Negro has the right to live anywhere. ____
14. A black family moving into one's block should be treated on equal-status terms as other neighbors. ____
15. Integrated neighborhoods help to eliminate racial prejudice. ____
16. Racial integration of neighborhoods will solve the problem of racial balance in the schools. ____
17. Bussing of students is a good way of improving racial balance in the schools. ____
18. Interracial dating among high school students is an effective means of creating interracial understanding. ____

OVER

19. The civil rights movement has a basic rationale that can not be ignored. _____

20. The Black Power movement holds the greatest promise of economic opportunity for blacks. _____

21. Persistence of poverty in a land of plenty should be a cause for everyone's concern. _____

22. Equality of economic opportunity is a realistic community goal. _____

23. Birth control information should be made readily available to the poor. _____

24. Racially and socially isolated schools are a factor in the rise of delinquency among lower-status adolescents, whether black or white. _____

25. The general failure to eliminate segregation in the nation's schools, whether de jure or de facto, has increased the level of interracial mistrust among whites and blacks. _____

26. A disproportionate amount of time is spent by the teacher on discipline problems in a newly integrated situation. _____

27. Racial conflict in a school is usually triggered by a minor incident involving 2 or 3 students. _____

28. Security guards in a school can do little more than maintain an uneasy peace. _____

Number in rank order what you believe to be the three most important causal factors:

29. Unrest in the schools today seems to be caused by:
    _____ Educational grievances
    _____ Personal grievances
    _____ Search for excitement
    _____ Hostility between black and white students
    _____ Direct outside provocation and direction
    _____ Negroes' fear and distrust of whites
    _____ Whites' fear and distrust of Negroes
    _____ A social climate of protest and disorder
    _____ _____________________
    _____ _____________________ (Your own analysis)
    _____ _____________________

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PART IV

Teachers have a legitimate concern with productive classroom learning experiences and their antithesis: interferences with learning. Teachers are in the primary position of judging the factors which tend to cause the latter state of affairs. Using 1, 2, 3, etc., rank those factors in each column which you believe cause interference with learning in the classes assigned to you. Leave blank those which you consider unimportant. Add others which should be listed, including them in your ranking:

WHITE			NEGRO
____	A.	Poor attendance	____
____	B.	Lack of ability to listen or pay attention	____
____	C.	Level of language development	____
____	D.	Lack of reading ability for grade or course	____
____	E.	Lack of problem-solving ability	____
____	F.	Lower social class or status	____
____	G.	Anxiety	____
____	H.	Avoidance of participation in class work	____
____	I.	Defensive orientation (interpersonal conflicts)	____
____	J.	Lack of motivation	____
____	K.	Poor self-esteem (poor self-concept)	____
____	L.	Temporal orientation (restricted sense of time)	____
____	M.	Lack of feeling of effective control of environment	____
____	N.	Today's climate of dissent	____
____	O.	Low general intelligence	____
____	P.	Lack of general readiness for grade or course	____
____	Q.	Non-compliance with course assignments	____
____	R.	Lack of respect for authority of the teacher	____
____	S.	Lack of family support for educational goals	____
____	T.	Economic disadvantage	____
____	U.	Cultural disadvantage	____
____	V.	Malnutrition	____
____	W.	Other health problems	____
____	X.	Difficulty of adopted text and learning materials	____
____	Y.	Difficulty with comprehension of abstract concepts	____
____	Z.	Difficulty of learning tasks required in the course	____
____	Aa.	Lack of vocational aspirations of youth	____
____	Bb.	Use of drugs	____
____	Cc.	Excessive interest in the opposite sex	____
____	Dd.	Desire for excitement	____
____	Ee.	Self-indulgence in face of difficulty and work	____
____	Ff.	Feelings of inferiority in face of teacher expectations	____
____	Gg.	________________________________	____
____	Hh.	________________________________	____

OVER

EEO SURVEY 1969-70

PART V

KEY FACTORS TO SUCCESSFUL ACHIEVEMENT IN GRADE AND SUBJECT TAUGHT

Grade__________ Subject________________________

Please list in rank order the 5 key factors to successful achievement necessary at the grade level and/or for the subject(s) you teach. A space is provided below for further comments.

1. ____
2. ____
3. ____
4. ____
5. ____

OTHER COMMENTS:

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EEO SURVEY 1969-70

PART VI: TEACHER AND CLASS DATA

Thank you for your care in completing this survey of opinion. If you have omitted any item, please check the response nearest to your own opinion. . . Your checking of the following information about yourself and your teaching position will provide a basis for group evaluation of the 1969-70 efforts in the Dayton Public Schools. Your own anonymity of response will be protected.

A. YOUR CHARACTERISTICS AS A PERSON: Sex: Male___ Female___ Race: Black___ White___ Other___

Marital Status: Single___ Married___ Widow or widower___ Divorced or separated___

Age: 20-24___ 25-29___ 30-34___ 35-39___ 40-44___ 45-49___ 50-54___ 55-59___ 60-64___ 65 and over___

Number of Years You Have Taught in Dayton Schools:

1 year___ 2-3___ 4-6___ 7-9___ 10-12___ 13-15___ 16-18___ 19-21___ 22-24___ 25 or more___

Place of Birth:

Dayton or Mont. Co.___ Elsewhere in Ohio___ Elsewhere in North___ South___ East___ West___ Other___

Training: No degree___ Bachelor's___ Master's___ Master's + 30 hours___ Doctor's___

Kinds of Schools You Have Attended:

	ELEMENTARY	SECONDARY	COLLEGE OR UNIVERSITY
Racially isolated—All black	___	___	___
Racially isolated—All white	___	___	___
Integrated—More than 50% white	___	___	___
Integrated—More than 50% black	___	___	___

Where do you live?

	Dayton	Suburban Community	Rural Area	Other:___
Black neighborhood:	___	___	___	___
White neighborhood:	___	___	___	___
Integrated neighborhood:	___	___	___	___

Your Preference for Type of Position for Next Year:

Present School___ Volunteer to Aid Staff Integration___ Return to Former School___ Retire___ Leave System___

Administration___

B. YOUR CLASSES AND STUDENT CHARACTERISTICS:

Racial Composition: All black___ 75%-99% black___ 50%-74% black___ 25%-49% black___ 1%-24% black___ All white___

Socio-economic Status of Your Students:

More than 50% upper class___ More than 50% middle class___ More than 50% lower class___ Other:___

Stanine Achievement Level of Your Students: (Estimate the percentages for each group. The total should equal 100%)

Stanines 1, 2, 3 ___ (Below average) Stanines 4, 5, 6 ___ (Average) Stanines 7, 8, 9 ___ (Above average)

ED050186

Supportive Data

SECTION E

Reports of Progress in Staff Integration

This section contains:

1) The statement of Broad Objective #1 of the Dayton School District Equal Educational Opportunity Project and the plan adopted by the Board of Education for implementing this objective, and

2) The statistical reports submitted to indicate progress within the school system in the fulfillment of the objective.

(It will be noted that several dates are not consistent with the dates in the commitment. This discrepancy was due to extenuating circumstances, which were cleared through Title VI Offices for Civil Rights.)

3) Three pamphlets of background information compiled for the Task Force on Staff Desegregation.

UD010989

Statement to Office for Civil Rights
Department of Health, Education and Welfare

Broad Objective I of the Dayton City School District Equal Educational Opportunities Project under the Provisions of Title IV, Section 405 of Public Law 88-352 of the Civil Rights Act of 1964 is stated as follows:

> To desegregate faculties and administrative staffs in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives.

This statement is to report the plan by which this objective is to be attained.

1. It is the intention of this Board that each school staff throughout the District will have a racial composition that reflects the total staff of the district as a whole. This goal will be approached in 1969 and 1970 through the process of voluntary transfer and new teacher assignments.
2. The Board will submit the following statistical data to the Title VI Office for Civil Rights by September 12, 1969: The number and percentage of minority and non-minority professional staff members by building and the total figures for the district as a whole.
3. The data presented in Step 2 will be up-dated and submitted to the Title VI Office by September 11, 1970, with the intent of showing that the Dayton City School District will have successfully achieved its goal through voluntary transfer of its staff.
4. If, however, the cooperative efforts of the Dayton Board of Education and the total staff were not enough to achieve the goal stated in Step 1, other methods will be developed to achieve that goal by September, 1971.

Adopted August 22, 1969.
Amended December 19, 1969.

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

WILLIAM H. WATSON
Assistant Superintendent
Urban Education

September 18, 1969

Mr. Theron A. Johnson, Chief
Northern & Western Branch
Division Equal Education Opportunity
Office of Education
400 Maryland Avenue, S.E. #2039
Washington, D.C. 20202

Dear Mr. Johnson:

Enclosed please find data pertaining to the Dayton Public School teaching staff by race. A copy of the total professional staff by school has been sent to Mr. Fred Chioffi.

If you have any questions concerning the enclosed, please do not hesitate to contact us.

Sincerely,

(Mrs.) Phyllis B. Greer
Project Director
Equal Educational Opportunity

Marshall A. Rosensweet
Associate Director
Equal Educational Opportunity

Enclosures
MAR:lr

cc: Superintendent of Schools
Assistant Superintendent, Urban Education

TOTAL TEACHING STAFF BY RACE
BY % OF NEGRO TEACHERS IN EACH SCHOOL
1969-1970

High Schools	Total Teachers	White	Negro	% Negro
Belmont	88	81	7	8.0
Dunbar	75	13	62	82.7
Fairview	70	64	6	8.6
Kiser	49	45	4	8.2
Meadowdale	85.2	79.2	6	7.0
Patterson Co-Op	95	87	8	8.4
Roosevelt	109	45	64	58.7
Roth	85	36	49	57.6
Stivers	63	59	4	6.3
Colonel White	90	76	14	15.6
Wilbur Wright	70	64	6	8.6
Elementary Schools				
Jane Addams	27	18	9	33.3
Allen	32	28	4	12.5
Belle Haven	43	39	4	9.3
Belmont Elem.	28	26	2	7.1
Brown	44	43	1	2.3
Carlson	28	7	21	75.0
Cleveland	45	42	3	6.7
Cornell Heights	37	29	8	21.6
Drexel	36	27	9	25.0
Eastmont	33	29	4	12.1
Edison	21	5	16	76.2
Emerson	42	37	5	11.9
Fairport	41	36	5	12.2
Fairview Elem.	41	37	4	9.8
Fort McKinley	26	23	3	11.5
Franklin	36	34	2	5.6
Gardendale	21	15	6	28.6
Gettysburg	24	20	4	16.7
U.S. Grant	32	30	2	6.3
Greene	25	9	16	64.0
Hawthorne	19	16	3	15.8
Hickorydale	22	18	4	18.2
Highview	36	15	21	58.3
Huffman	44	41	3	6.8
Irving	37	10	27	73.0

Elementary (Cont'd)	Total Teachers	White	Negro	% Negro
Jackson Elem.	46	16	30	65.2
Jackson Prim.	24	11	13	54.2
Jefferson Elem.	45	28	17	39.0
Jefferson Prim.	27	18	9	33.3
Kemp	30	27	3	10.0
Lewton	22	21	1	4.5
Lincoln	41	36	5	12.2
Longfellow	44	37	7	15.9
Loos	33	29	4	12.1
MacFarlane	56	8	48	85.7
Horace Mann	15	13	2	13.3
McGuffey	36	29	7	19.4
McNary	20.5	5.5	15	73.2
Meadowdale Elem.	30	26	4	13.3
Miami Chapel	32	0	32	100.0
Patterson Elem.	25	24	1	4.0
Residence Park Elem.	33	16	17	51.5
Residence Park Prim.	14	4	10	71.4
Ruskin	43	38	5	11.6
Shiloh	31	30	1	3.2
Shoup Mill	14	12	2	14.3
Louise Troy	32	5	27	84.4
Valerie	26	21	5	19.2
Van Cleve	31	27	4	12.9
Washington	32	24	8	25.0
Weaver	61	11	50	82.0
Webster	25	22	3	12.0
Westwood	68	32	36	52.9
Whittier	39	18	21	53.8
Wogaman	44	11	33	75.0
Orville Wright	32	27	5	15.6
Gorman (Crippled)	15	13	2	13.3
Kennedy (Deaf)	22	16	6	27.3

Total Number of Teaching Staff	2787.7
Percent of Total Staff - White	69.54
Percent of Total Staff - Negro	30.46

Data compiled September 11, 1969

Division of Research

E-3

STATISTICAL REPORT

ON RACIAL COMPOSITION OF

PROFESSIONAL STAFF

Contents
Teaching Staff By Schools
Deviation of Schools From Citywide Average
Principals and Assistant Principals
Central Administration
New Teachers Employed for 1969-1970

Prepared for Office for Civil Rights
Department of Health, Education and Welfare

Dayton Public Schools
December 1969

RACIAL COMPOSITION OF PRINCIPALS AND ASSISTANT PRINCIPALS FOR 1968-69 AND 1969-70

1968-69

Elementary Schools	Principal White	Principal Negro	Asst. Principal White	Asst. Principal Negro
Jane Addams (1)	1			
Allen	1			
Belle Haven	1		1	
Belmont Elem.	1			
Brown	1		1	
Carlson		1		
Cleveland	1			
Cornell Heights	1		1	
Drexel	1			
Eastmont	1		1	
Edison		1		
Emerson	1		1	
Fairport	1		1	
Fairview Elem.	1		1	
Fort McKinley	1			
Franklin*	1			1
Gardendale	1			
Gettysburg	1			
U.S. Grant	1			
Grace A. Greene (1)	1			
Hawthorne	1			
Hickorydale	1			
Highview*(1)	1			1
Huffman	1		1	
Irving*(1)	1			1
Jackson Elem.*(1)	1			1
Jackson Primary		1		
Jefferson Elem. **(1)**	1		1	
Jefferson Primary		1		
Kemp	1			
Lewton	1			
Lincoln	1		1	
Longfellow*	1			1
Loos	1			
MacFarlane		1		
Horace Mann	1			
McGuffey	1		1	
McNary		1		

1969-70

Elementary Schools	Principal White	Principal Negro	Asst. Princip White	Asst. Princip Negr
Jane Addams (1)	1			
Allen	1			
Belle Haven	1			
Belmont Elem.	1			
Brown	1		1	
Carlson		1		
Cleveland	1		1	
Cornell Heights*(1)	1			1
Drexel	1			
Eastmont	1		1	
Edison		1		
Emerson	1		1	
Fairport	1		1	
Fairview Elem.	1		1	
Fort McKinley	1			
Franklin*(2)		1	1	
Gardendale	1			
Gettysburg	1			
U.S. Grant	1			
Grace A. Greene (1)	1			
Hawthorne	1			
Hickorydale	1			
Highview*(1)	1			1
Huffman	1		1	
Irving*(1)	1			1
Jackson Elem. (1)	1			
Jackson Primary		1		
Jefferson Elem.*		1	1	
Jefferson Primary		1		
Kemp	1			
Lewton (2)		1		
Lincoln	1		1	
Longfellow*(1)	1			1
Loos	1			
MacFarlane*		1	1	
Horace Mann (2)		1		
McGuffey	1		1	
McNary		1		

	1968-69			
	Principal		Asst. Principal	
Elementary Schools	White	Negro	White	Negro
Meadowdale Elem.	1			
Miami Chapel		1		
Patterson Elem.	1			
Residence Park Elem. (1)	1			
Residence Park Prim. (1)	1			
Ruskin	1		1	
Shiloh	1			
Shoup Mill	1			
Louise Troy		1		
Valerie	1			
Van Cleve	1		1	
Washington	1			
Weaver		1		1
Webster	1			
Westwood*(1)	1			1
Whittier*(1)	1			1
Wogaman		1		1
Orville Wright	1		1	
Gorman	1			
Kennedy	1			
	48	10	14	9
High Schools				
Belmont	1		2	
Dunbar*		1	1	1
Fairview	1		2	
Kiser	1		1	
Meadowdale	1		2	
Patterson Co-op	1		1	
Roosevelt*		1	2	1
Roth		1		1
Stivers	1		1	
Col. White*	1		1	1
Wilbur Wright*	1		1	1
	8	3	14	5

* Integrated administrative staff
(1) White principal in black school
(2) Black principal in white school

Division of Research
12-69

	1969-70			
	Principal		Asst. Principa	
Elementary Schools	White	Negro	White	Negrc
Meadowdale Elem.	1			
Miami Chapel		1		
Patterson Elem.	1			
Residence Park Elem. (1)	1			
Residence Park Prim. (1)	1			
Ruskin	1		1	
Shiloh	1			
Shoup Mill	1			
Louise Troy		1		
Valerie	1			
Van Cleve	1		1	
Washington	1			
Weaver		1	1	
Webster	1			
Westwood*		1	1	2
Whittier*(1)	1			1
Wogaman*		1	1	
Orville Wright	1		1	
Gorman	1			
Kennedy	1			
	43	15	18	7
High Schools				
Belmont*	1		2	1
Dunbar*		1	1	1
Fairview	1		2	
Kiser	1		1	
Meadowdale*	1		1	1
Patterson Co-op*	1		1	1
Roosevelt*		1	1	2
Roth*		1	1	2
Stivers	1		1	
Col. White*	1		1	1
Wilbur Wright*	1		1	1
	8	3	13	10

NUMBER OF TEACHERS BY RACE AND % OF NEGRO TEACHERS

	1968-69			1969-70		
High Schools	White	Negro	% Negro	White	Negro	% Negro
Belmont	82	5	5.8	73	8	9.9
Dunbar	8	62	88.6	12	53	81.5
Fairview	72	5	6.5	61	6	9.0
Kiser	44	2	4.4	40	3	7.0
Meadowdale	75	4	5.1	70	5	6.7
Patterson Co-op	82	3	3.5	89	6	6.3
Roosevelt	36	68	65.4	44	64	59.3
Roth	19	50	72.5	25	38	60.3
Stivers	50	3	5.7	54	4	6.9
Col. White	80	5	5.9	70	11	13.6
Wilbur Wright	67	5	7.0	59	5	7.8

Full-time instructional staff (H.S.)
615 White
212 Negro (25.6%)

Full-time instructional staff (H.S.)
597 White
203 Negro (25.4%)

* * * * * * *

Full-time instructional staff (Elem. & H.S.)
1847 White
746 Negro (28.8%)

Full-time instructional staff (Elem. & H.S.)
1850 White
770 Negro (29.4%)

RACIAL COMPOSITION OF NEW CERTIFICATED STAFF

EMPLOYED FOR SCHOOL YEAR 1969-1970

	Grades 7-12	Grades K-6	Special	Pupil Personnel and Library	Total
White	138 - 74%	99 - 66%	25 - 74%	16 - 94%	278 - 71%
Black	50 - 26	50 - 33	9 - 26	1 - 6	110 - 28
Oriental	1 - 0	2 - 1	0 - 0	0 - 0	3 - 1
Totals	189 - 100%	151 - 100%	34 - 100%	17 - 100%	391 - 100%

Elementary Schools		1968-69			1969-70	
	White	Negro	% Negro	White	Negro	% Negro
Jane Addams	20	6	23.1%	20	7	25.9%
Allen	24	1	4.0	24	3	11.1
Belle Haven	43	2	4.4	44	6	12.0
Belmont Elem.	26	1	3.7	25	2	7.4
Brown	44	1	2.2	42	2	4.5
Carlson	4	21	84.0	7	20	74.1
Cleveland	44	1	2.2	44	3	6.4
Cornell Heights	31	3	8.8	31	8	20.5
Drexel	24	2	7.7	23	8	25.8
Eastmont	36	1	2.7	29	4	12.1
Edison	2	16	88.9	10	15	60.0
Emerson	39	4	9.3	36	6	14.3
Fairport	32	2	5.9	29	4	12.1
Fairview Elem.	32	2	5.9	29	3	9.4
Fort McKinley	17	1	5.6	18	3	14.3
Franklin	36	1	2.7	35	2	5.4
Gardendale	8	3	27.3	12	2	14.3
Gettysburg	25	1	3.9	21	4	16.0
U.S. Grant	30	2	6.3	28	2	6.7
Grace A. Greene	5	21	80.8	14	17	54.8
Hawthorne	12	0	0.0	12	1	7.7
Hickorydale	22	0	0.0	22	3	12.0
Highview	15	21	58.3	17	17	50.0
Huffman	38	3	7.3	41	3	6.8
Irving	9	26	74.3	9	26	74.3
Jackson Elem.	6	33	84.6	9	32	78.0
Jackson Primary	4	19	82.6	10	12	54.5
Jefferson Elem.	36	8	18.2	22	14	38.9
Jefferson Primary	14	9	39.1	17	11	39.3
Kemp	28	0	0.0	25	2	7.4
Lewton	22	0	0.0	22	2	8.3
Lincoln	42	1	2.3	38	4	9.5
Longfellow	33	7	17.5	36	9	20.0
Loos	28	1	3.5	26	4	13.3
MacFarlane	1	48	98.0	7	41	85.4
Horace Mann	14	0	0.0	12	2	14.3
McGuffey	35	1	2.8	31	6	16.2
McNary	3	19	86.4	8	15	65.2
Meadowdale Elem.	30	1	3.2	25	4	13.8
Miami Chapel	4	29	87.9	9	28	75.7
Patterson Elem.	25	1	3.9	24	1	4.0
Residence Park Elem.	11	23	67.7	18	17	48.6
Residence Park Primary	5	11	68.8	5	10	66.7
Ruskin	38	1	2.6	36	2	5.3
Shiloh	19	0	0.0	26	1	3.7
Shoup Mill	14	1	6.7	12	2	14.3
Louise Troy	0	20	100.0	4	25	86.2
Valerie	18	1	5.3	18	5	21.7
Van Cleve	33	1	2.9	27	5	15.6
Washington	23	4	14.8	21	6	22.2
Weaver	5	43	89.6	11	38	77.6
Webster	28	0	0.0	26	3	10.3
Westwood	22	42	65.6	26	34	56.7
Whittier	12	21	63.6	14	17	54.8
Wogaman	1	40	97.6	9	33	78.6
Orville Wright	29	1	3.3	28	4	12.5
Gorman	14	0	0.0	14	2	12.5
Kennedy	17	6	26.1	15	5	25.0

1968-69	1969-70
Full-time instructional staff (Elem.)	Full-time instructional staff (Elem.)
1,232 White	1,253 White
534 Negro (30.2%)	567 Negro (31.2%)

THE DEVIATION OF THE PERCENTAGE OF NEGRO TEACHERS FROM THE CITYWIDE PERCENTAGE BY HIGH SCHOOL AND THE DEVIATION CHANGE FROM 1968-69 TO 1969-70

School	1968-69 Deviation of %[1]	1969-70 Deviation of %[2]	1968-69 to 1969-70 Growth Toward Citywide % of Negro Teachers[3]
Belmont H.S.	-19.8	-15.5	4.3
Dunbar	+63.0	+56.1	6.9
Fairview H.S.	-19.1	-16.4	2.7
Kiser	-21.2	-18.4	2.8
Meadowdale H.S.	-20.5	-18.7	1.8
Patterson Co-op	-22.1	-19.1	3.0
Roosevelt	+39.8	+33.9	5.9
Roth	+46.9	+34.9	12.0
Stivers	-19.9	-18.5	1.4
Col. White	-19.7	-11.8	7.9
Wilbur Wright	-18.6	-17.6	1.0

[1] These deviations were obtained by subtracting the citywide percentage of Negro teachers for high schools (25.6%) from the percentage of Negro teachers in each high school.

[2] These deviations were obatined by subtracting the citywide percentage of Negro teachers for high schools (25.4%) from the percentage of Negro teachers in each high school.

[3] A positive deviation change shows growth toward the citywide % of Negro teachers and a negative deviation change shows growth away from the citywide % of Negro teachers.

* * * * * * *

Summary Analysis

Averge Growth Toward Citywide % of Negro Teachers	
All High Schools	4.5
High Schools with 50% or more Negro Enrollment	8.3
High Schools with less than 50% Negro Enrollment	3.1
All Elementary and High Schools	7.8

Division of Research
11-69

THE DEVIATION OF THE PERCENTAGE OF NEGRO TEACHERS FROM THE CITYWIDE PERCENTAGE BY ELEMENTARY SCHOOL AND THE DEVIATION CHANGE FROM 1968-69 TO 1969-70

School	1968-69 Deviation of %[1]	1969-70 Deviation of %[2]	1968-69 to 1969-70 Growth Toward Citywide % of Negro Teachers[3]
Jane Addams	- 7.1	- 5.3	1.8
Allen	-26.2	-20.1	6.1
Belle Haven	-25.8	-19.2	6.6
Belmont Elem.	-26.5	-23.8	2.7
Brown	-28.0	-26.7	1.3
Carlson	+53.8	+42.9	10.9
Cleveland	-28.0	-24.8	3.2
Cornell Heights	-21.4	-10.7	10.7
Drexel	-22.5	- 5.4	17.1
Eastmont	-27.5	-19.1	8.4
Edison	+58.7	+28.8	29.9
Emerson	-20.9	-16.9	4.0
Fairport	-24.3	-19.1	5.2
Fairview Elem.	-24.3	-21.8	2.5
Fort McKinley	-24.6	-16.9	7.7
Franklin	-27.5	-25.8	1.7
Gardendale	- 2.9	-16.9	-14.0
Gettysburg	-26.3	-15.2	11.1
U.S. Grant	-23.9	-24.5	- 0.6
Grace A. Greene	+50.6	+23.6	27.0
Hawthorne	-30.2	-23.5	6.7
Hickorydale	-30.2	-19.2	11.0
Highview	+28.1	+18.8	9.3
Huffman	-22.9	-24.4	- 1.5
Irving	+44.1	+43.1	1.0
Jackson Elem.	+54.4	+46.8	7.6
Jackson Primary	+52.4	+23.3	29.1
Jefferson Elem.	-12.0	+ 7.7	4.3
Jefferson Primary	+ 8.9	+ 8.1	0.8
Kemp	-30.2	-23.8	6.4
Lewton	-30.2	-22.9	7.3
Lincoln	-27.9	-21.7	6.2
Longfellow	-12.7	-11.2	1.5
Loos	-26.7	-17.9	8.8
MacFarlane	+67.8	+54.2	13.6
Horace Mann	-30.2	-16.9	13.3
McGuffey	-27.4	-15.0	12.4
McNary	+56.2	+34.0	22.2
Meadowdale Elem.	-27.0	-17.4	9.6
Miami Chapel	+57.7	+44.5	13.2
Patterson Elem.	-26.3	-27.2	- 0.9
Residence Park Elem.	+37.5	+17.4	20.1
Residence Park Primary	+38.6	+35.5	3.1
Ruskin	-27.6	-25.9	1.7
Shiloh	-30.2	-27.5	2.7
Shoup Mill	-23.5	-16.9	6.6
Louise Troy	+69.8	+55.0	14.8

	1968-69 Deviation of %[1]	1969-70 Deviation of %[2]	1968-69 to 1969-70 Growth Toward Citywide % of Negro Teachers[3]
Valerie	-24.9	- 9.5	15.4
Van Cleve	-27.3	-15.6	11.7
Washington	-15.4	- 9.0	6.4
Weaver	+59.4	+46.4	13.0
Webster	-30.2	-20.9	9.3
Westwood	+35.4	+25.5	9.9
Whittier	+33.4	+23.6	9.8
Wogaman	+67.4	+47.4	20.0
Orville Wright	-26.9	-18.7	8.2
Gorman	-30.2	-18.7	11.5
Kennedy	- 4.1	- 6.2	- 2.1

[1] These deviations were obtained by subtracting the citywide percentage of Negro teachers for elementary schools (30.2%) from the percentage of Negro teachers in each elementary school.

[2] These deviations were obtained by subtracting the citywide percentage of Negro teachers for elementary schools (31.2%) from the percentage of Negro teachers in each elementary school.

[3] A positive deviation change shows growth toward the citywide % of Negro teachers and a negative deviation change shows growth away from the citywide % of Negro teachers.

* * * * * * *

Summary Analysis

Average Growth Toward Citywide % of Negro Teachers

All Elementary Schools	8.4
Elementary Schools with 50% or more Negro Enrollment	12.4
Elementary Schools with less than 50% Negro Enrollment	5.9

Division of Research
11-69

DAYTON PUBLIC SCHOOLS

Administrative Statistics

for Decision Making

Vol. 1 No. 1 Prepared by Department of Planning and Development, Division of Research
348 West First Street, Dayton, Ohio 45402 (Ph. 461-3850, Ext. 278)

DATE	November 2, 1970
STATISTICS	Administrative Staff by Position, Race, and School Year for Dayton City Schools Racial Composition of Principals and Assistant Principals for 1968-69, 1969-70, and 1970-71 Racial Composition of New Teachers Counselor Assignments by Racial Identity for 1968-69, 1969-70, and 1970-71 Number of Full-Time Certificated Non-Administrative Staff by School by Race; % Black in 1968-69, 1969-70, and 1970-71; Number of Black Staff required to balance in 1970-71; and Number of Black Gain or Loss needed to balance in 1971-72
PURPOSE	Report for the Office for Civil Rights, Department of Health, Education and Welfare Guideline for the Personnel Department for future hiring to enhance the racial balance in each school Public Dissemination
ACKNOWLEDGMENT	This report was prepared in cooperation with the Personnel Department
CONTACT PERSONS	Dr. Thomas D. Graham, Assistant Superintendent of Personnel Dr. Donald A. Oldiges, Associate Director of Planning and Development Mr. Jerold C. Steck, Coordinator of Administrative Research and Data Processing

ADMINISTRATIVE STAFF
BY POSITION, RACE, AND SCHOOL YEAR
FOR DAYTON CITY SCHOOLS

	1968-69			1969-70			1970-71	
	White	Black	(Oriental)	White	Black	(Oriental)	White	Black
Superintendent	1			1			1	
Clerk-Treasurer	1			1			1	
Administrative Assistant					1			1
Assistant Superintendent	3			3	1		3	1
Executive Director				1	1		1	1
Director	4	1		5			5	
Associate Director	2			4	2		4	2
Supervisor and Assistant Supervisor (Certificated)	21	4		20	5		30	4
Supervisor and Assistant Supervisor (Non-certified)	13	2		13	3		11	4
Coordinator	4	1		7	1		4	1
Program Director and Coordinator (Spec. Asst.)	10	7	1	12	11	1	11	14
Resource Teacher	5	2		6	5		11	7
Psychologist	11	1		15	1		15	1
Child Accountant	2			2			1	
Other	1	1		1				
Supervising Principals or Facilitators				2	1		2	1
TOTAL Central Office and Service Building	78	19		93	32		100	37
Percentages	80.6%	19.4%		74.6%	25.4%		73.0%	27.0%
Principal	56	13		51	18		51	18
Assistant Principal	28	14		31	17		25	17
TOTAL Principals and Assistant Principals	84	27		82	35		76	35
Percentages	75.7%	24.3%		70.1%	29.9%		68.5%	31.5%
TOTAL STAFF	162	46		175	67		176	72
Percentages	77.9%	22.1%		72.4%	27.6%		71.0%	29.0%

October, 1970
Division of Research

RACIAL COMPOSITION OF NEW CERTIFICATED STAFF

1969-70

	Grades 7-12	Grades K-6	Special	Pupil Personnel and Library	Total
White	138 - 74%	99 - 66%	25 - 74%	16 - 94%	278 - 71%
Black	50 - 26	50 - 33	9 - 26	1 - 6	110 - 28
Oriental	1 - 0	2 - 1	0 - 0	0 - 0	3 - 1
Totals	189 - 100%	151 - 100%	34 - 100%	17 - 100%	391 - 100%

1970-71

	Grades 7-12	Grades K-6	Special	Pupil Personnel and Library	Total
White	70 - 64%	70 - 69%	12 - 63%	4 - 50%	156 - 65%
Black	40 - 36	32 - 31	7 - 37	4 - 50	83 - 35
Oriental	0 - 0	0 - 0	0 - 0	0 - 0	0 - 0
Totals	110 - 100%	102 - 100%	19 - 100%	8 - 100%	239 - 100%

Counselor Assignments by Racial Identity
September 1968 - 1970 School Year

	1968-69		1969-70		1970-71	
Total Counselors	88		109*		99.5**	
	No.	%	No.	%	No.	%
Black	25	28.4	40	36.7	31	31.2
White	63	71.6	69	63.3	68.5	68.8
Black counselors assigned to predominately black schools	25	100	30.5	76.25	24	77.4
Black counselors assigned to predominately white schools	0	0	9.5	23.75	7	22.6
White counselors assigned to predominately white schools	58	92.1	60	87	57.5	83.9
White counselors assigned to predominately black schools	5	7.9	9	13	11	16.1

* Does not include (3) vocational counselors assigned city-wide responsibilities.

** Does not include (6) vocational counselors assigned city-wide responsibilities.

RACIAL COMPOSITION OF PRINCIPALS AND ASSISTANT PRINCIPALS FOR 1968-69, 1969-70 AND 1970-71

	1968-69					1969-70					1970-71				
	Int.	Principal		Asst. Principal		Int.	Principal		Asst. Principal		Int.	Principal		Asst. Principal	
Elem. Schools	Codes	White	Black	White	Black	Codes	White	Black	White	Black	Codes	White	Black	White	Black
Jane Addams	1	1				1	1				1	1			
Allen		1					1					1			
Belle Haven		1		1			1					1			
Belmont El.		1					1					1			
Brown		1		1			1		1			1		1	
Carlson			1					1					1		
Cleveland		1					1		1		*2		1	1	
Cornell Hts.		1		1		*1	1			1	*1	1			1
Drexel		1					1					1			
Eastmont		1		1			1		1			1		1	
Edison			1					1					1		
Emerson		1		1			1		1			1		1	
Fairport		1		1			1		1			1		1	
Fairview El.		1		1			1		1			1			
Fort McKinley		1					1					1			
Franklin	*	1			1	*2		1	1		*2		1	1	
Gardendale		1					1					1			
Gettysburg		1					1					1			
U.S. Grant		1					1					1			
Grace A. Greene	1	1				1	1				1	1			
Hawthorne		1					1					1			
Hickorydale		1					1					1			
Highview	*1	1			1	*1	1			1	1	1			
Huffman		1		1			1		1			1		1	
Irving	*1	1			1	*1	1			1	*1	1			1
Jackson Elem.	*1	1			1	1	1				*1	1			1
Jackson Primary			1					1					1		
Jefferson Elem.	1	1		1		*		1	1		1	1			
Jefferson Primary			1					1					1		
Kemp		1					1					1			
Lewton		1				2		1			2		1		
Lincoln		1		1			1		1			1		1	
Longfellow	*	1			1	*1	1			1	*1	1			1
Loos		1					1					1			
MacFarlane			1			*		1	1		*		1	1	

		1968-69					1969-70					1970-71			
	Int.	Principal		Asst. Principal		Int.	Principal		Asst. Principal		Int.	Principal		Asst. Principal	
Elem. Schools	Codes	White	Black	White	Black	Codes	White	Black	White	Black	Codes	White	Black	White	Black
Horace Mann		1				2		1			2		1		
McGuffey		1		1			1		1			1		1	
McNary			1					1					1		
Meadowdale El.		1					1					1			
Miami Chapel			1					1					1		
Patterson Elem.		1					1					1			
Residence Pk. El.	1	1				1	1				1	1			
Residence Pk. Pr.	1	1				1	1				1	1			
Ruskin		1		1			1		1			1		1	
Shiloh		1					1					1			
Shoup Mill		1					1					1			
Louise Troy			1					1					1		
Valerie		1					1					1			
Van Cleve		1		1			1		1			1		1	
Washington		1					1					1			
Weaver			1		1	*		1	1		*		1	1	
Webster		1					1					1			
Westwood	*1	1			1	*		1	1	2			1		2
Whittier	*1	1			1	*1	1			1	*1	1			1
Wogaman			1		1	*		1	1		*		1	1	
Orville Wright		1		1			1		1			1			
Gorman		1					1					1			
Kennedy		1					1					1			
		48	10	14	9		43	15	18	7		43	15	14	7
High Schools															
Belmont		1		2		*	1		2	1	*	1		2	1
Dunbar	*		1	1	1	*		1	1	1	*		1	1	1
Fairview		1		2		*	1		2		*	1		1	1
Kiser		1		1			1		1			1		1	
Meadowdale		1		2		*	1		1	1	*	1		1	1
Patterson Co-op		1		1		*	1		1	1	*	1		1	1
Roosevelt	*		1	2	1	*		1	1	2			1		1
Roth			1		1	*		1	1	2	*		1	1	1
Stivers		1		1			1		1			1		1	
Col. White	*	1		1	1	*	1		1	1	*	1		1	2
Wilbur Wright	*	1		1	1	*	1		1	1	*	1		1	1
		8	3	14	5		8	3	13	10		8	3	11	10

Integration Codes (Int. Codes)
* Integrated administrative staff
(1) White principal in black school
(2) Black principal in white school

October, 1970
Division of Research

NUMBER OF FULL-TIME CERTIFICATED NON-ADMINISTRATIVE STAFF BY SCHOOL BY RACE, % BLACK IN 1968-69, 1969-70 AND 1970-71, NUMBER OF BLACK STAFF REQUIRED TO BALANCE IN 1970-71, AND NUMBER OF BLACK GAIN OR LOSS NEEDED TO BALANCE IN 1971-72

	Certified Non-Administrative Staff						
	1970-71[2]		1968-69[1]	1969-70[1]	1970-71[2]	Number of Black Staff Members Required	Number of Black Gain or Loss Required
Elem. Schools	# White	# Black	% Black	% Black	% Black	to Balance Staff in 1970-71[3]	to Balance in 1971-72
Jane Addams*	14	10	23.1%	25.9%	41.7%	8.5	- 1.5
Allen	21	3	4.0	11.1	12.5	8.5	+ 5.5
Belle Haven	35	3	4.4	12.0	7.9	13.0	+10.0
Belmont Elem.	18.5	3	3.7	7.4	14.0	7.5	+ 4.5
Brown	40	3	2.2	4.5	7.0	15.0	+12.0
Carlson*	4	21	84.0	74.1	84.0	8.5	-12.5
Cleveland	43	4	2.2	6.4	8.5	16.5	+12.5
Cornell Heights	24	12	8.8	20.5	33.3	12.5	+ 0.5
Drexel	17	7	7.7	25.8	29.2	8.5	+ 1.5
Eastmont	28	3	2.7	12.1	9.7	10.5	+ 7.5
Edison*	6	14	88.9	60.0	70.0	7.0	- 7.0
Emerson	32	10	9.3	14.3	23.8	14.5	+ 4.5
Fairport	28	5	5.9	12.1	15.2	11.5	+ 6.5
Fairview Elem.	27	5	5.9	9.4	15.6	11.0	+ 6.0
Fort McKinley	14	3	5.6	14.3	17.6	6.0	+ 3.0
Franklin	30.5	3	2.7	5.4	9.0	11.5	+ 8.5
Gardendale	9	8	27.3	14.3	47.1	6.0	- 2.0
Gettysburg	20	4	3.9	16.0	16.7	8.5	+ 4.5
U.S Grant	25.5	3	6.3	6.7	10.5	10.0	+ 7.0
Grace A. Greene*	10	20	80.8	54.8	66.7	10.5	- 9.5
Hawthorne	9	2	0.0	7.7	18.2	4.0	+ 2.0
Hickorydale	14	4	0.0	12.0	28.6	6.0	+ 2.0
Highview*	15	18.5	58.3	50.0	55.2	11.5	- 7.0
Huffman	39	4	7.3	6.8	9.3	15.0	+11.0
Irving*	6	23	74.3	74.3	79.3	10.0	-13.0
Jackson Elem.*	10	29	84.6	78.0	74.4	13.5	-15.5
Jackson Prim.*	8	11	82.6	54.5	57.9	6.5	- 4.5
Jefferson Elem.*	24	15	18.2	38.9	38.5	13.5	- 1.5
Jefferson Prim.*	14	8	39.1	39.3	36.4	7.5	- 0.5
Kemp	22	2	0.0	7.4	8.3	8.5	+ 6.5
Lewton	21	0	0.0	8.3	0.0	7.5	+ 7.5
Lincoln	33	6	2.3	9.5	15.4	13.5	+ 7.5
Longfellow	31	10	17.5	20.0	24.4	14.0	+ 4.0
Loos	28	2	3.5	13.3	6.7	10.5	+ 8.5
MacFarlane*	7	41	98.0	85.4	85.4	16.5	-24.5
Horace Mann	11	2	0.0	14.3	15.4	4.5	+ 2.5

	Certificated Non-Administrative Staff 1970-71[2] # White	# Black	1968-69[1] % Black	1969-70[1] % Black	1970-71[2] % Black	Number of Black Staff Members Required to Balance Staff in 1970-71[3]	Number of Black Gain or Loss Required to Balance in 1971-72
McGuffey	26	8	2.8	16.2	23.5	12.0	+ 4.0
McNary*	7	13	86.4	65.2	65.0	7.0	- 6.0
Meadowdale Elem.	24	4	3.2	13.8	14.3	9.5	+ 5.5
Miami Chapel*	8	27	87.9	75.7	77.1	12.0	-15.0
Patterson Elem.	24	0	3.9	4.0	0.0	8.5	+ 8.5
Residence Park Elem.*	14	19	67.7	48.6	57.6	11.5	- 7.5
Residence Park Prim.*	7	9	68.8	66.7	56.3	5.5	- 3.5
Ruskin	31	5.5	2.6	5.3	15.1	12.5	+ 7.0
Shiloh	22	3	0.0	3.7	12.0	8.5	+ 5.5
Shoup Mill	10	2	6.7	14.3	16.7	4.0	+ 2.0
Louise Troy*	7	20	100.0	86.2	74.1	9.5	-10.5
Valerie	15	3	5.3	21.7	16.7	6.0	+ 3.0
Van Cleve	26	6	2.9	15.6	18,8	11.0	+ 5.0
Washington	19	9	14.8	22.2	32.1	9.5	+ 0.5
Weaver*	10	37	89.6	77.6	78.7	16.5	-20.5
Webster	19	3	0.0	10.3	13.6	7.5	+ 4.5
Westwood*	22	33	65.6	56.7	60,0	19.0	-14.0
Whittier*	9	20	63.6	54.8	69.0	10.0	-10.0
Wogaman*	8	30	97.6	78.6	78.9	13.0	-17.0
Orville Wright	28	1	3.3	12.5	3.4	10.0	+ 9.0
Gorman	11.5	2	0.0	12.5	14.8	4.5	+ 2.5
Kennedy	14	7	26.1	25.0	33.3	7.5	+ 0.5
Total (Elem.)	1100	583	30.2	31.2	34.6		
Belmont High	74	10	5.8	9.9	11.9	23.0	+13.0
Dunbar*	12	59	88.6	81.5	83.1	19.0	-40.0
Fairview High	57	8	6.5	9.0	12.3	17.5	+ 9.5
Kiser	39	2	4.4	7.0	4.9	11.0	+ 9.0
Meadowdale High	71	5	5.1	6.7	6.6	20.5	+15.5
Patterson Co-op	92	6	3.5	6.3	6.1	26.5	+20.5
Roosevelt*	44	65	65.4	59.3	59.6	29.5	-35.5
Roth*	21	43	72.5	60.3	67.2	17.5	-25.5
Stivers	52	6	5.7	6.9	10.3	15.5	+ 9.5
Colonel White	79	13	5.9	13.6	14.1	25.0	+12.0
Wilbur Wright	58	6	7.0	7.8	9.4	17.5	+11.5
Total (High)	599	223	25.6	25.4	27.1		
Total (Elem. & High)	1699	806	28.8	29.4	32.2		

Footnotes:

[1] 1968-69 and 1969-70 per cents included part-time traveling teachers, but did not include counselors and Learning Center teachers. (Note: See 1969-70 Statistical Report on Racial Composition of Professional Staff for number of white and black staff members in 1968-69 and 1969-70)

[2] 1970-71 statistics include all full-time non-administrative staff. (i.e. All full-time regular and special teachers, Learning Center teachers, and counselors, but do not include part-time traveling teachers)

[3] Number of Black Staff Members Required to Balance Staff was determined by multiplying the number of staff per school by the city-wide per cent of black teachers (34.6% for elementary and 27.1% for high)

*Denotes schools with 75% or more black student enrollment.

October, 1970
Division of Research
Source: SF-1

ED050186

Supportive Data

SECTION F

Voluntary Inducements for Transfer

This section contains:

1) Task Force Report of 11/17/70
2) Task Force Survey of Staff Concerning Inducements, 11/25/70
3) Report of Task Force Survey, 1/4/71
4) Voluntary Transfer Form Sent to Staff Members in January

UD010989

F-1

TO: Combined members of the Dayton teaching and administrative staffs

FROM: The Dayton District Task Force on Staff Desegregation

RE: Actions taken by the Task Force at its meeting of November 17, 1970

At its full day meeting on the 17th the Task Force took the following actions in fulfillment of its assignment to assist in the desegregation of the teaching and administrative staffs of the Dayton school district:

1. Elected Michael Billette, classroom teacher at Roosevelt, to the position as faculty co-chairman and seated Donald Garretson, administrator at Belle Haven, as administrative co-chairman.

2. Reviewed the eight recommendations submitted to the Task Force by the Dayton Classroom Teachers Association and voted to:

   a. Accept recommendations 1, 2, 4, 5, and 6 as submitted.
   b. Reject recommendation 3 completely.
   c. Accept 7 with an amendment by addition so that it reads: "That the results of any Task Force decisions will be advisory to the DCTA, the Administration, and the Board of Education."
   d. Accept 8 with an amendment by addition so that it reads: "That these decisions be submitted to the teacher body and Board of Education for their reaction."

3. Reviewed the initial objectives of the Task Force's efforts and decided the following actions were appropriate:

   a. Accept objective number one as originally worded to read:
      "1. To promote voluntary transfer of teachers and administrators through:
         a. Individual counseling of transferees by professionals
         b. Exchanges
         c. Development of incentives

   b. Amend objective number two to read:
      "2. To recommend policies and guidelines for bringing each school to compliance.

   c. Amend objective number three to read:
      "3. To advise on procedures for:
         a. Assignment of new teachers
         b. Transfers with seniority as a factor
         c. Reassignment of current staff

   d. Delete number four completely

4. Moved to meet in a full day's session on November 24 at the Greek Orthodox Church to further plans, hear research sources, and promote an on-going dialogue with staff members.

M. J. Billette
D. G. Garretson

TO: Members of the combined teaching and administrative staffs and the representatives of broadcast and printed media.
FROM: Dayton School District Task Force on Staff Desegregation
RE: Meeting held on November 14 and actions taken therein.

"The Task Force on Staff Desegregation met today and in the course of the full day's session the members elected faculty co-chairman Michael Billette and seated Donald Garretson as administrative co-chairman. The group discussed many methods and incentives to voluntarily change the racial distribution of the teachers and administrators, set objectives to be met in its future efforts, and decided to meet again on the twenty-fourth of November. The teachers and administrators will receive additional information by mail and their comments and suggestions will be welcomed by all members of the Task Force.

M. J. Billette
D. K. Garretson

F-2a

November 25, 1970

TO: Members of the Combined Teaching and Administrative Staffs

FROM: Dayton Task Force on Staff Desegregation

RE: Communications

The Task Force on Staff Desegregation has met on several occasions without communications on deliberations forthcoming for staff consumption. This has been due in part to the fact that the sessions were organizational in nature and nothing of significance was accomplished. Subsequently, two all-day sessions have been held. Attached are documents that represent in summary the results of the task force efforts.

After considerable reorganization of the leadership and membership of this group, it has been decided that the following must happen:

1. Communication to the teachers of task force developments is essential.
2. Instruments to provide input from teachers must be developed and implemented.

All staff members are urged to participate through questionnaires and dialogue with task force members and building representatives.

The task force is presently engaged in the development of incentives for bringing about voluntary transfer. Additionally, the task force is considering recommendations for advising on the procedures for new teacher assignments. To prevent misunderstanding and misinformation, all task force communications will be signed by Mike Billette and Don Garretson, Co-Chairmen.

M. J. Billette

M. J. Billette

Don Garretson

Don Garretson
Co-Chairmen

Attachments (2)

TENTATIVE CONCEPTS OF VOLUNTARY STAFF DESEGREGATION AS DEVELOPED BY THE TASK FORCE ON STAFF DESEGREGATION

The Task Force would like your opinions and ideas regarding the following inducements for promoting voluntary staff desegregation. None of these statements are binding, and it is not necessary to sign your name or school to the opinionnaire. The results will be made available to you. Please list any other suggestions for additional inducements which you feel might prove effective.

INDUCEMENTS

1. In-service training sessions to prepare teachers for change to be developed using present cross-over teachers as resource personnel. Training should begin as soon as the transferring teachers have been identified. It is assumed the program will be ready to begin in February, 1971, and continue through March and April.

   Good Fair Poor Delete
   Comments:

2. Summer workshops of four to five or six weeks in length for teachers volunteering to bring about racial balance. Teachers attending such a workshop would receive their regular teaching salary. Possible college credit.

   Good Fair Poor Delete
   Comments:

3. Released time for visitation for prospective cross-over teachers. The visitations to schools of possible assignment should be of such length and duration as to provide the teacher with an understanding of students, staff, facilities, and community.

   Good Fair Poor Delete
   Comments:

4. Cross-over teachers should be assured of parity in amount of equipment and supplies from one school to another. It should be the responsibility of the Board of Education to redistribute equipment purchased by the Board.

   Good Fair Poor Delete
   Comments:

5. Increased assistance should be made available for cross-over teachers requesting it in the areas of curriculum and student discipline. The use of teacher aides should be made available if asked for.

   Good Fair Poor Delete
   Comments:

6. Teachers, administrators, and counselors should be assured that if an opening occurs at the school from which they were transferred, they will be given first opportunity for the position (providing it would not upset the racial balance of either school involved).

   Good Fair Poor Delete
   Comments:

7. Two or more staff members from one school should be given an opportunity to transfer as a group to another school when possible. When practical, two schools might interchange staff members.

   Good Fair Poor Delete
   Comments:

8. Keep in touch with the administrators as to their concerns regarding faculty desegregation. Discuss with principals the methods of obtaining teacher volunteers to change schools.

   Good Fair Poor Delete
   Comments:

9. Teachers may elect to participate in a city-wide departmental arrangement wherein all teachers in a particular area of study or certification (i. e., mathematics) might assume responsibility for teaching a specific area of the field (i. e., decimals) in a given school, and then having done so, rotate to another school for a similar period of time to teach the same material to a second, third, or fourth group of students. Thus, the teachers could specialize, collect materials that they would carry with them, and periodically work with a new group of students. Thus, a Mr. Smith might teach at four schools in the same year.

   Good Fair Poor Delete
   Comments:

These nine suggested inducements are listed here in a condensed form. The ideas were expanded upon by the individual committees and will be available in their entirety at a later date.

M. J. Billette
Don Garretson

F-3

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

TO: All Certificated Personnel of the Dayton Public School System

FROM: The Joint Task Force on Staff Desegregation

DATE: January 4, 1971

Ladies and Gentlemen:

It seems appropriate to share with you some background information concerning the function, process, and product of the Task Force on Staff Desegregation.

During the 1968-69 school year, the Office of Civil Rights of the Department of Health, Education and Welfare conducted a study of the Dayton City School district. As a result, the Board of Education was notified of a finding of probable non-compliance with Title IV of the Civil Rights Act of 1964. This finding specifically cited discrimination in the assignment of teaching staff and duality in the educational opportunity afforded the student body.

The Board of Education accepted these findings and entered into an agreement with the Civil Rights Office to desegregate the teaching staff under local leadership rather than risk the possibility of federal intervention. This agreement established September, 1971, as the target date for accomplishing compliance with Title IV of the Civil Rights Act of 1964.

In the course of professional negotiations for the 1970-71 Master Agreement, it was mutually decided to create a vehicle to allow those persons most affected by the desegregation of staff to assume key positions in the planning of such efforts. Thus, a Task Force was created to develop policy recommendations to assist the district in accomplishing the task of compliance.

The Task Force is composed of 20 teachers and 10 administrators. Leadership from each group has presided in all deliberations.

The objectives of the Task Force as developed by the membership are as follows:

1. To promote voluntary transfer of teachers and administrators through:
    a. Individual counseling
    b. Exchanges
    c. Development of incentives

2. To recommend policies and guidelines for bringing each school into compliance

3. To advise on procedures for:
   a. Assignment of new teachers
   b. Transfers, with senority as a factor
   c. Re-assignment of current staff

To accomplish the stated objectives, the Task Force collected and analyzed data relating to problems encountered and procedures developed to implement staff desegregation. Sources of data included: background documents, resource persons, and visitation to other school systems involved in the process of desegregating school staffs.

Some conclusions drawn from the data gathered by the Task Force may be of interest to you.

1. In those school systems surveyed, there was a consensus that teachers must exercise a leadership role in developing desegregation procedures.

2. In those situations where staff balance has been effected, teachers have adapted most positively.

3. In those systems where staff desegregation was mandated within specified time limits, involuntary procedures were used.

Since the Dayton Public School System has developed teacher leadership in designing a means of voluntarily desegregating the professional staff, it is hoped that involuntary procedures necessary in other systems may not be needed in Dayton.

The Dayton Board of Education has recognized that past personnel assignment practices have produced a gross imbalance of staff. Recognizing this fact, the Task Force views compliance on the part of all school staffs as an extremely complex task. It is recommended that there must be flexibility in mandating compliance. The Task Force respectively submits that parameters for compliance, should be established to insure the continuity and soundness of the educational program of the schools.

A supportive program has been developed to facilitate the plan for voluntary staff desegregation. The components of this program will provide services to all volunteer teachers.

1. Those teachers transferring during the 1970-71 school year will benefit from the in-service workshops designed to prepare each teacher for his or her new assignment. It is further recommended that teachers who have previously taught in racially different assignments provide leadership in these in-service workshops.

2. Consideration will be given to matching career potential with career aspirations.

3. Volunteers will be given preference in the selection of schools and available positions.

The Administration of the Dayton Public Schools has offered its assurance that if the desegregation program is postponed or cancelled for any reason, that all voluntary transfer commitments shall be rescinded.

The attached document is the result of extensive study and discussion of the Task Force. It is hoped that each member of the professional staff will give this work their most thoughtful consideration.

Respectfully,

M. J. Billette

Co-Chairmen

RESULTS OF STAFF QUESTIONNAIRE ON INDUCEMENTS

INDUCEMENTS

1. In-service training sessions to prepare teachers for change to be developed using present cross-over teachers as resource personnel. Training should begin as soon as the transferring teachers have been identified. It is assumed the program will be ready to begin in February, 1971, and continue through March and April.

   Good 238 Fair 120 Poor 44 Delete 54

2. Summer workshops of four to five or six weeks in length for teachers volunteering to bring about racial balance. Teachers attending such a workshop would receive their regular teaching salary. Possible college credit.

   Good 296 Fair 76 Poor 30 Delete 53

3. Released time for visitation for prospective cross-over teachers. The visitations to schools of possible assignment should be of such length and duration as to provide the teacher with an understanding of students, staff, facilities, and community.

   Good 279 Fair 102 Poor 36 Delete 38

4. Cross-over teachers should be assured of parity in amount of equipment and supplies from one school to another. It should be the responsibility of the Board of Education to redistribute equipment purchased by the Board.

   Good 277 Fair 73 Poor 38 Delete 62

5. Increased assistance should be made available for cross-over teachers requesting it in the areas of curriculum and student discipline. The use of teacher aides should be made available if asked for.

Good 305 Fair 106 Poor 14 Delete 34

6. Teachers, administrators, and counselors should be assured that if an opening occurs at the school from which they transferred, they will be given first opportunity for the position (providing it would not upset the racial balance of either school involved).

Good 245 Fair 76 Poor 44 Delete 68

7. Two or more staff members from one school should be given an opportunity to transfer as a group to another school when possible. When practical, two schools might interchange staff members.

Good 267 Fair 120 Poor 34 Delete 42

8. Keep in touch with the administrators as to their concerns regarding faculty desegregation. Discuss with principals the methods of obtaining teacher volunteers to change schools.

Good 254 Fair 126 Poor 23 Delete 29

9. Teachers may elect to participate in a city-wide departmental arrangement wherein all teachers in a particular area of study or certification (i.e., mathematics) might assume responsibility for teaching a specific area of the field (i.e., decimals) in a given school, and then having done so, rotate to another school for a similar period of time to teach the same material to a second, third, or fourth group of students. Thus, the teachers could specialize, collect materials that they would carry with them, and periodically work with a new group of students. Thus, a Mr. Smith might teach at four schools in the same year.

Good 106 Fair 102 Poor 93 Delete 142

Totals of returned opinionnaires - signed, Dorothy B. Bush 12-23-70

DAYTON PUBLIC SCHOOLS
PERSONNEL DEPARTMENT
JANUARY, 1970

Inducements to be Offered to Voluntary Transferees

The following list of inducements has been developed by the Task Force on Professional Staff Desegregation and accepted by the administration. These incentives are offered to teachers and administrators who voluntarily agree to change assignments and thereby assist in achieving a more equitable distribution of staff. Those who volunteer for reassignment will enjoy all, not just some, of the following advantages:

1. In applying for a voluntary transfer the teacher will be given opportunity to state his or her preferences regarding

   A. New School Location ____________________ First Choice
   ____________________ Second Choice
   ____________________ Third Choice

   B. Grade Level (Within certificate limitations) ____________________ First Choice
   ____________________ Second Choice

   C. Subject Area (Within certificate limitations) ____________________ First Choice
   ____________________ Second Choice

   The Assistant Superintendent for Personnel and his staff will make every effort to see that the higher preferences are honored whenever possible. Such statement of preferences and placement considerations shall extend to teachers and building administrators equally.

2. Released time shall be made available to prospective transferees, in reasonable amount, to allow them to visit the school before expressing his/her preferences and additionally after such decision regarding re-assignment so as to allow the professional a chance to become familiar with the students, staff members, and community of the new school.

3. In-service training sessions will be offered to assist the transferees in making the transition to the new assignment a successful educational undertaking.

4. Summer training sessions will be offered to transferees to acquaint them with considerations, methods, and factors that

will enter into their successfully adjusting to a new assignment. The Superintendent, whenever possible, will link the transferees training to competent university-level educators and attempt to insure graduate level credit that can lead to salary upgrade.

5. Two or more professionals now assigned to the same or different buildings may elect to transfer as a team to a new assignment and thereby attempt to assist each other and each other's students in continuing a sound, quality education.

6. Voluntary transferees will be given an additional measure of help such as classroom aides, curriculum development assistance, supplementary instructional materials, and assistance in working with disruptive students as is necessary to effective adaptation to the new situation.

7. Voluntary transferees would be given priority in being assigned to a tutorial program that would assist appropriate students during the hour following the regular student day. While actively participating in such a program, the transferee would be compensated.

8. The Superintendent and his appropriate subordinates will survey the current status of equipment and supplies per building and take whatever steps are necessary to guarantee that transferees would not be hindered by a decrease in the number and quality of same.

9. Voluntary transferees shall, after a full school year of service in their new assignment, have first priority of choice of teaching positions that become available in other locations.

10. A notation of voluntary transfer request will be placed in each applicant's personnel folder. Such a notation will be considered if and when the transferee applies for any position of broadened professional responsibility.

11. The Superintendent will provide for prospective voluntary transferees to express additional, educationally defensible, terms that they feel particularly suit their needs and would permit their moving from a current position. If the idea is sound and feasible, the Superintendent will act to implement it and thereby encourage additional successes among transferees.

Individualized Inducements - ______________________________

____

____

THE ABOVE INDUCEMENTS SHALL BECOME TERMS OF EMPLOYMENT FOR THOSE MEMBERS OF THE PROFESSIONAL STAFF WHO AGREE ON OR PRIOR TO THE DATE OF JANUARY 15, 1971, TO VOLUNTARILY ASSUME A NEW ASSIGNMENT.

UPON SUCH DATE THE OFFER WILL EXPIRE. IF, FOR ANY REASON, THE DAYTON DISTRICT WITHDRAWS FROM ITS COMMITMENT OF SUBSTANTIAL COMPLIANCE BY SEPTEMBER, 1971, THE PROSPECTIVE TRANSFEREE IS NO LONGER BOUND TO HIS PLEDGE.

______ I am interested in a voluntary transfer

____
Name

______ I am not interested in a voluntary transfer

____
School

Each member of the professional staff is requested to complete and sign this form and return it in a sealed envelope to the principal. Envelopes from each building will be forwarded by January 15 to Donald Garretson, Co-Chairman, Task Force on Staff Desegregation, Belle Haven School, for compilation and submission to the Personnel Department.

jah
12/30/70

Members of the committee - Task Force on Staff Desegregation

Mrs. Gertrude Alexander, Fairport
Mr. David Ashby, Unit Facilitator
Mr. Mike Billette, Roosevelt High School - Co-chairman
Mr. Harold Bockhorn, Brown
Dr. William Brown, Psychologist
Mrs. Dorothy Bush, Roosevelt
Mr. David Carter, Unit Facilitator
Mrs. Katherine Davis, Jackson Elementary
Mr. Prince Davis, Roosevelt High School
Mr. Robert Dobbins, Kemp School
Dr. Spencer Durante, Director, Secondary Education
Mr. Don Garretson, Belle Haven
Mrs. Phyllis Greer, Equal Education Opportunity
Mr. Al Gorcyzinski, Van Cleve
Mr. Ned Hoover, Fairview High School
Mrs. Shirley Howard, Allen
Mr. George Jackson, Unit Facilitator
Mr. John Jones, Kemp
Mrs. Dorothy Kavanagh, Director, Elementary Education
Mr. Duane Koppelman, Meadowdale High School
Mr. Elmer Malone, Wilbur Wright High School
Miss Marsha Marquardt, Emerson
Mrs. Pat McDowell, Cleveland
Mr. Irving Moses, MacFarlane
Mrs. Rachel Revere, Grace A. Greene
Mr. Vernon Risner, Meadowdale High School
Mr. Lee Smith, Van Cleve
Mr. Paul Stamas, Belmont High School
Mr. Ron Sumlin, Fairview Elementary
Mrs. Daisey Lenon, Carlson School

ED050186

Supportive Data

SECTION G

School Integration

This section contain the compilation of information from various staff members in the booklet, School Integration. This booklet then supplied the resource materials for the Workshop on School Integration for the members of the Dayton Board of Education on December 16 and 18, 1970.

UD010989

Board of Education Study Conference
December, 1970

SCHOOL INTEGRATION

Dayton Public Schools
348 West First Street
Dayton, Ohio 45402

> Racial" antipathies have some roots in ethnic origin, but they are also
> enerated, perhaps predominantly, by differences of acquired culture--of languag
> ress, habits, morals, or religion. There is no cure for such antipathies
> xcept a broadened education. A knowledge of history may teach us that
> ivilization is a co-operative product, that nearly all peoples have contributed
> o it; it is our common heritage and debt; and the civilized soul will reveal
> tself in treating every man or woman, however lowly, as a representative of
> ne of these creative and contributory groups. . . . If race or class war
> ivides us into hostile camps, changing political argument into blind hate,
> ne side or the other may overturn the hustings with the rule of the sword.
>
> ill and Ariel Durant, The Lessons of History

UD 010989

THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-3850
348 WEST FIRST ST. DAYTON, OHIO 45402

December 15, 1970

WAYNE M. CARLE
Superintendent of Schools

Mr. President and Members of the Board:

Racial integration is both the number one social and number one educational problem confronting our country. If schools fully overcome the effects of racial isolation, there is considerable reason to believe that they can also unravel the related issues of humanization, motivation, accountability, financial support, and learning problems confronting public education in general.

The Dayton schools are subject to the nationwide ambivalence that has emerged from the confrontations and crises in values of the past decade. The detached observer is tempted to concede that the forces of inertia prevail and to see dim prospect of significant movement toward integration in the near future.

To reach such a conclusion, however, would ignore the significant advancements that have been made and the continuing commitments of many members of the staff and community. Knowledgeable persons cannot ignore the urgency of making the American dream relevant and viable in urban schools.

This report has been prepared both to document progress and to stimulate thoughtful consideration of next steps--if, indeed, further steps are to be taken. In the words of Dr. Martin Luther King, Jr.:

> Human progress is neither automatic nor inevitable. Even a superficial look at history reveals that no social advance rolls on the wheels of inevitability. Every step toward the goal of justice requires sacrifice, suffering and struggle; the tireless exertions and passionate concern of dedicated individuals. Without persistent effort, time itself becomes an ally of the insurgent and primitive forces of irrational emotionalism and social destruction (Stride Toward Freedom, 1958).

While I hope this information may both reassure and challenge all who care about public education in Dayton, I hope that for members of the Board--who are the responsible policymakers to whom the community looks for leadership--the matter of integration will be one of passionate concern.

Respectfully,

Wayne Carle

Superintendent of Schools

PREFACE

This report of school integration efforts in Dayton Public Schools has been prepared as a sourcebook to aid discussion of the topic and as background for planning further integration within the Dayton School District.

The report is a collection of facts, ideas, suggestions, hopes and desires and represents the combined efforts of a committee of the Dayton Public School and other involved personnel. The information has been drawn from numerous sources. The following are contributors to this publication:

Michael J. Billette, Teacher, Roosevelt High School
Wayne M. Carle, Superintendent of Schools
Herbert L. Carroll, Associate Director, Student Relations
William P. Chamberlin, Coordinator, Multiple Motivation
Katherine Davis, Counselor, Jackson Elementary School
Donald E. Garretson, Principal, Belle Haven Elementary School
Charles Glatt, Associate Professor, Educational Development, The Ohio State University
William H. Goff, Assistant Superintendent, Pupil Personnel
Thomas D. Graham, Assistant Superintendent, Personnel
Phyllis Greer, Project Director, Equal Educational Opportunity
John W. Harewood, Administrative Assistant to the Superintendent
Alma Ward Jones, Supervisor, Psychological Services
Marsha Marquardt, Teacher, Emerson Elementary School
Donald A. Oldiges, Associate Director of Research
Margaret Peters, Assistant Supervisor, Negro History
Joseph Rogus, Assistant Superintendent, Instruction
Reverend Louis C. Speller, Pastor, St. Lukes United Church of Christ
Robert S. Weinman, Director, Planning and Development

Dr. Glatt has served as consultant to the Office of Equal Educational Opportunity. The chapter, "Parameters and the Future," is his report and represents an overview of parameters that might be considered seriously for future planning.

Although this material was prepared especially for the Board of Education Study Conference on School Integration, it was designed also for thoughtful consideration by all who are interested in that part of our national social dilemma caused by racial isolation and for those who are dedicated to achieving quality in public schools.

Violet R. Strahler, Editor
Supervisor of Curriculum Publications

December 11, 1970

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Charles Glatt

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WHY SCHOOL INTEGRATION?

> The material taught in separate schools may be precisely the same, but a school devoted to one class must differ in spirit and character from the school where all classes meet together in equality... The whites are injured by the separation.... They are taught to regard a portion of the human family as a separate class. Who can say this does not injure the blacks? It widens their separation from the community and postpones the day of reconciliation which is yet to come.... The school is the little world where the child is trained for the larger world of life. It is the microcosm preparatory to the macrocosm, and therefore it must cherish and develop the virtues needed in the larger world. Since...all classes, without distinction of color, meet in the performance of civil duties, so should they all, without distinction of color, meet in the school, beginning there those relations of equality which the Constitution and laws promise to all. Nothing is more clear than the welfare of classes, as well as of individuals, is promoted by mutual acquaintance. Prejudice is the child of ignorance. It is sure to prevail, where people do not know each other.

These words from Encyclopedia Britannica were written over one hundred and twenty years ago, and provide the most essential reason for integration of schools, although schools are not the only agency needed to promote what Dr. Martin Luther King, Jr. referred to as integration based on mutual respect. Unfortunately, these words were ignored, and segregated schools continued to produce human beings who judged one another on the basis of skin color. They could not and often did not wish to maintain "relations of equality."

We cannot change the past, but we can work to promote the kind of school that is described in the first paragraph. In this effort we are supported not only by the United States Supreme Court, which has ruled that "de facto segregation is just as illegal as that imposed by local law," but also by many individuals and groups concerned about our society.

The Kerner Commission Report supported the reasoning in the opening paragraph above. This report declared that racial isolation in urban schools "is great and is growing. It will not easily be overcome, nonetheless, we believe school integration to be vital to the well-being of this country."

> We base this conclusion not on the effect of racial and economic segregation on achievement of Negro students, although there is evidence of such a relationship; nor on the effect of racial isolation on the even more segregated white students, although

> lack of opportunity to associate with persons of different ethnic and socio-economic backgrounds surely limits their learning experience.
>
> We support integration as the priority education strategy because it is essential to the future of American society. We have seen in the (recent) disorders the consequences of racial isolation, at all levels, and of attitudes toward race, on both sides, produced by three centuries of myth, ignorance, and bias. It is indispensable that opportunities for interaction between the races be expanded.

This section of the Kerner report concluded with a statement from the testimony of Dr. Dan Dodson of New York University. "The problems of this society will not be solved unless and until our children are brought into a common encounter and encouraged to forge a new and more viable design of life."

The Kerner report also noted that our country is moving toward two separate societies, a movement revolutionary leader Bobby Seale recently termed an unacceptable solution. James Allen, U.S. Commissioner of Education, Department of Health, Education and Welfare, is seldom thought of as having anything in common with Seale, but Allen also deplored this separation, and emphasized desegregation's "basic importance." Allen wrote in Integrated Education (1969):

> I don't know of any issue... more important than for us to remove the conditions of prejudice and discrimination that have characterized so much of our society in the last one hundred or two hundred or three hundred years. I think that desegregation is one of the ways, beginning very early, if we can teach children to live together, to respect one another without regard to race or creed or color that we can begin to remove these conditions, these prejudices, and these discriminatory practices.

Allen stressed the need for desegregated schools to aid in teaching young children to live together and respect each other regardless of race so that we can begin to lessen prejudices. The accuracy of his statement (and of the reasoning behind the opening paragraph and the excerpt from the Kerner report) can be seen in the fact that one of the most literate opponents of desegregation charged that desegregation would cause youngsters to have no "race preference." This, according to him, would not be "a good thing," for this "overwhelmingly pure white...nation is built solidly upon it (racial discrimination)." These words, written to explain why schools must not be integrated, illustrate the effects of living in a segregated society and are an excellent argument for schools which can help combat such thinking, if we can dignify such words with the term thinking.

Our principal argument in behalf of school integration has been its value in promoting unity, "relations of equality," and integration "based on mutual respect." Integration, however, is also an effective means of improving education. As a recent editorial stated,

> The hard fact, steadily proved in experience, is that racial integration is educationally effective both for white and black students... That experience has been repeated and documented in all parts of the nation. Integration is not a frill, is not only a means of using the schools to accomplish a social policy. It is a demonstrated method of improving the educational performance of all students. Compared to the high cost of many other educational improvements, racial integration is a relatively inexpensive way to upgrade education. School integration is a major educational help to children, at relatively little cost, and is essential for American society.

We are committed to the achievement of quality integrated education and the development of positive racial attitudes. It is hoped that the accomplishment of this task will aid in producing young adults who can say and mean, as did Malcolm Shabazz in Malcolm X Speaks, after he had learned about a different culture, "I believe in recognizing every human being as a human being--neither white, black, brown or red."

Board of Education Commitments

The Board of Education has spoken by resolution to the problems of institutional racism, integration, and quality education on several occasions in recent years.

Quality Integrated Education

In August, 1967 the Board adopted the following resolution:

> The tenor of our times prompts the Board of Education to restate in simple terms its past practice and present intention in matters having to do with its role in the harmonious development and creative growth of the total community. For the above reasons this statement of intent is issued:
>
> A. What the best and wisest parent wants for his own child, that must the community want for all its children; therefore, optimum educational opportunities for academic and vocational excellence shall be provided for every child.
>
> B. Every reasonable and constructive measure that can be effected will be taken for the ultimate elimination of racial imbalance in our schools.
>
> C. Recognizing the need for additional and special educational programs for children and parents from culturally deprived neighborhoods, the Board will be particularly sensitive and willing to experiment in such areas.

Therefore, Be It Resolved:

1. The Board of Education will seek to achieve a more nearly balanced racial composition within the areas served by its schools.

2. Selection, recruitment, assignment, or appointment of teachers/administrators will be on merit only.

3. Curriculum material (textbooks, films, teaching aids) shall be used which emphasize the creative and positive contributions made by the various ethnic groups which make up the American People.

4. The Board shall encourage teachers, administrators, and schools to promote dialogue and creative engagement among the varied ethnic and cultural facets of our system.

5. This Board shall actively engage with all governmental, social, and community agencies which aim at implementing the policies stated above.

Freedom of Enrollment

On May 29, 1969, the Board took the first action to open the door for voluntary desegregation of pupils through a Freedom of Enrollment Policy. This policy provides that:

> The parent of a pupil in good standing enrolled in the Dayton Public School District may request assignment of the pupil to any school building within the district where space may be available... providing his enrollment will contribute to improved racial balance in that building. Schools will be considered racially balanced if they reflect the over all racial composition of the Dayton School District.

The policy also provides for student exchanges within the city:

> Any two pupils, or group of pupils, attending schools within the district may voluntarily exchange places for a semester or a year if such exchange will improve the racial balance in the receiving schools.

Equal Education Opportunity

On June 9, 1969, the school district submitted a Proposal for a Grant Program on Problems of School Desegregation,(17) under Provisions of Title IV of the Civil Rights Act of 1964. The objectives of this project as authorized by the Board were:

1. To desegregate faculties and administrative staffs in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives.

2. To develop plans for the desegregation of pupils throughout the city school district and for the effective implementation of the "open enrollment" policy adopted on May 29, 1969.

3. To prepare individual staff members to work effectively within an integrated staff.

4. To prepare individual staffs for the provision of effective instruction within their integrated classes.

Staff Desegregation

In August, 1970 the Board adopted the following statement:

> ### Statement to Office for Civil Rights
> ### Department of Health, Education and Welfare
>
> Broad Objective I of the Dayton City School District Equal Educational Opportunities Project under the Provisions of Title IV, Section 405 of Public Law 88-352 of the Civil Rights Act of 1964 is stated as follows:
>
> > To desegregate faculties and administrative staffs in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives.
>
> This statement is to report the plan by which this objective is to be attained.
>
> 1. It is the intention of this Board that each school staff throughout the District will have a racial composition that reflects the total staff of the district as a whole. This goal will be approached in 1969 and 1970 through the process of voluntary transfer and new teacher assignments.
>
> 2. The Board will submit the following statistical data to the Title VI Office for Civil Rights by September 12, 1969: The number and percentage of minority and non-minority professional staff members by building and the total figures for the district as a whole.
>
> 3. The data presented in Step 2 will be up-dated and submitted to the Title VI Office by September 11, 1970, with the intent of showing that the Dayton City School District will have successfully achieved its goal through voluntary transfer of its staff.
>
> 4. If, however, the cooperative efforts of the Dayton Board of Education and the total staff were not enough to achieve the goal stated in Step 1, other methods will be developed to achieve that goal by September, 1971.

The underlined date was adopted, by amendment, in December, 1969, at the request of the Office for Civil Rights.

Institutional Racism

The Board of Education entered into a partnership agreement with the Model Cities Planning Council of Dayton, Ohio, Inc., the preamble to which addressed itself to the pervasive problem facing urban schools, that of institutional racism.

In its resolution, the Board said, "... it is recognized that the overriding problem of institutional racism is a dominant and restrictive theme throughout the community life...."

Federal Incentives

In recognition of the metropolitan nature of urban school problems, the Board on November 12, 1970, adopted the following resolution urging the National School Boards Association to work for federal incentives to overcome problems of inequality and the disproportionate distribution of human and fiscal resources.

Resolution to National School Boards Association

Whereas, the urban areas of the United States, as centers of commerce and industry and of multi-ethnic concentration, are rich in human resources for educational quality, and

Whereas, these resources, both human and physical, tend to be distributed unevenly both within and among school districts and attendance areas within the urban-suburban complex, and

Whereas, equalization of educational opportunity has become a national goal and commitment,

Now, Therefore, Be It Resolved by the National School Boards Association that the federal government be urged to recognize the unique problems and opportunities in urban centers to achieve superior public education through more equitable use of resources and freer access of all children to them, and that the federal government, through its program policies and fund allocations, provide incentives that will encourage local school agencies to combine and multiply their efforts and bring into learning proximity pupils of all social, economic, racial, and ethnic backgrounds, and

Be It Further Resolved, that such incentives include, but not be limited to

Special aid that will increase by 50 per cent or more the expenditure per economically disadvantaged pupil enrolled in a PUBLIC school of his choice

Development grants for construction and operation of, and transportation to, magnet schools that draw students across arbitrary attendance boundaries

Over-ride payments to formerly economically or racially segregated schools for each increment of minority pupils amounting to 10 per cent or more of total enrollment, up to a maximum of 50 per cent.

Facilitating grants to local districts that enter into agreements for the planning of cooperative or joint educational programs involving racial and economic integration

Grants-in-aid for the education of teachers, administrators, and community leaders for the improvement of inter-group relations in school and community.

Compliance Review

In November 1968 the Office for Civil Rights of the Department of Health, Education and Welfare conducted a Title VI Compliance Review of the Dayton Public Schools and made a determination, transmitted March 17, 1969, that the district was not complying with Title VI of the Civil Rights Act of 1964.

The letter specified that the district pursued a policy of racially motivated assignment of teachers and other professional staff, expressed concern about substantial duality in terms of race or color with respect to distribution of pupils in the various schools, and indicated that students at Roosevelt High school are not afforded the same educational opportunity as other students in the system.

Release of Information

Several progress reports and other correspondence have detailed the district's response to the findings. The administration has followed a policy of full release of these data, which have been made public individually and compiled in several collections for wider dissemination. Among the latter are:

Report to Office for Civil Rights, December 1969 (22)
Background Documents for Task Force on Staff Desegregation,
October 1970 (2)
Correspondence and Statistics Relative to Staff Desegregation,
November 1970 (8)

The district remains under compliance review, and teams of investigators have visited the district several times since the original review, to gather additional data about pupil and teacher assignments.

Questions About Compliance

From several sources questions have been raised about the necessity of the district to comply with federal findings. Opponents of school levies have used various documents to "prove" that the district was not obliged to desegregate.

To give the public an opportunity to clarify questions, administrative and local representatives of the Office for Civil Rights were invited to an open meeting of the Board of Education on June 18, 1970. The representatives discussed the progress of the compliance review and the district's commitment to balance professional staffs by September 1971.

On June 19, 1970, Mrs. James (Lois E.) Wilson wrote to the director of the Office for Civil Rights indicating that information given by the HEW staff left some questions unanswered for her. These related to whether or not the district had been found in non-compliance with respect to assignment of teaching staffs and pupils, whether or not there had been a federal order to racially balance them, and in which federal court such orders were handed down. The reply explained that the agreement between HEW and the Board to correct staff inbalance was in lieu of an administrative hearing that could lead to termination of funds.

The letters, with Mrs. Wilson's name removed, were circulated by opponents of the school operating levy under the heading, "The Dayton School System is under no federal order to integrate staff or students."

After organization of the Task Force on Staff Desegregation, further questions about the meaning of the sentence, "It is the intention of this Board that each school staff throughout the district will have a racial composition that reflects the total staff of the district as a whole," led to the Superintendent of School's requesting further interpretation from the Office For Civil Rights.

On October 14, 1970, under signature of Frederick T. Cioffi, Coordinator, Northern and Western States, Education Division, Office for Civil Rights, the following interpretation was given:

> ...During the 1969-70 school year when the agreement to desegregate the Dayton faculty and staff was negotiated and accepted by the DHEW Office for Civil Rights and the Dayton Board of Education, the racial composition of the total Dayton professional staff was 70 percent white and 30 percent black. Consequently, we would expect that by September 1971 the professional staff at each elementary and secondary school subject to the jurisdiction of the Dayton Board of Education would reflect a racial composition of approximately 70 percent white and 30 percent black. With less than a year to go until the September 1971 deadline perhaps it would be useful to restate the legal basis on which the Dayton Board of Education is obligated to desegregate its teaching faculty.

In Alexander v. Holmes County Board of Education, 396 U. S. 19 (1969), the Supreme Court unanimously agreed that school districts must end segregation "at once" and operate integrated systems "now and hereafter." See also Northcross v. Board of Education of Memphis, 397 U. S. 232 (1970); Carter v. West Feliciana Parish School Board, 396 U. S. 290 (1960). This obligation to desegregate encompasses all facets of the operation of an elementary and secondary school system, including the hiring and assignment of faculty. Green v. County School Board of New Kent County, 391 U. S. 433 (1968).

The Supreme Court in United States v. Montgomery County Board of Education, 395 U. S. 225 (1969), reasserted the duty of a school district to desegregate totally its faculty and approved an Alabama district court order which required substantially the same ratio of Negro to white faculty in each school as the ratio of Negro to white faculty in the entire system. In Singleton v. Jackson Municipal Separate School District, 419 F.2d 1211, 1217-18 (5th Cir. 1969), reversed on other grounds, 396 U. S. 290 (1970), the United States Court of Appeals for the Fifth Circuit required school districts to meet these same faculty ratio requirements.

President Nixon in his March 24, 1970, Statement on Desegregation of America's Elementary and Secondary Schools affirmed that segregation of teachers must be eliminated and asserted that "each school system in this Nation, North and South, East and West, must move immediately, as the Supreme Court has ruled, toward a goal under which 'in each school the ratio of white to Negro faculty members is substantially the same as it is throughout the system.'" A copy of the President's Statement is enclosed. Consequently, the Department of Health, Education, and Welfare, in its enforcement of Title VI of the Civil Rights Act of 1964, has adopted the same faculty ratio requirement which the Fifth Circuit mandated in Singleton, which the Supreme Court mandated in Montgomery, and which the President applied nationwide in his March 24, 1970 Statement.

Finally, during 1969 the Dayton Board of Education concluded a voluntary but legally binding agreement with the Department of Health, Education, and Welfare's Office for Civil Rights to desegregate its faculty and staff by September 1971. In agreeing to desegregate voluntarily, the Board waived its opportunity for an administrative hearing on this Office's finding of probable noncompliance. In return for the Dayton Board of Education's agreeing to a negotiated settlement and foregoing a lengthy and costly administrative hearing, this Office, instead of requiring Dayton to transfer immediately many of its professional personnel, permitted a two year period for Dayton to desegregate gradually its faculty and staff and did not require as a condition of settlement that the Dayton School Board admit to the veracity of our March 1969 findings of noncompliance...

At the Board of Education meeting December 10, 1970, a member of the Board, Mrs. Josephine Groff, introduced the following resolution seeking to postpone the date of compliance:

Whereas, the legally binding agreement between the Dayton Board of Education and the Department of Health, Education, and Welfare, The Dayton City District Desegregation Project, dated June 9, 1969, and funded for $70,000 by the Office for Civil Rights, does not specify any ratio for staff desegregation, and

Whereas, the statement, "It is the intention of this Board that each school staff throughout the District will have a racial composition that reflects the total staff of the district as a whole," was not a part of the "provisions stipulated" to Title VI representatives in the legally binding agreement, since it was dated August 22, 1969, two months after the legally binding agreement was approved and funded, and

Whereas, the "provisions stipulated to Title VI representatives refer to HEW Form 441, Assurance of Compliance, which states, "...no person in the United States shall on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant received Federal financial assistance from the Department," and

Whereas, the date of "September, 1971" was added by the previous Board of Education on December 19, 1969, six months after the legally binding agreement was approved and funded, and

Whereas, any forced transfer of teachers at this time could result in the loss of many excellent teachers, and

Whereas, any mass transfer of teachers would not be in the best interests of the pupils, and

Whereas, a representative of HEW has advised against any such mass movement of staff over a two-year period, and

Whereas, the Superintendent has not fulfilled his obligation in promoting integrated staffs in filling positions created by attrition and new assignments,

Be it therefore resolved, that the policy of this 1970 Board of Education shall be as follows:

1. That every reasonable and constructive means that can be effected will be taken for the ultimate elimination of racial imbalance in our neighborhood schools.

2. That the selection, recruitment, assignment, or appointment of teachers and administrators will be on merit only, without regard to race, color or national origin.

3. That all voluntary means of promoting staff integration shall be encouraged.

4. That the date of September, 1971, for achieving "a racial composition that reflects the total staff of the district as a whole," be extended to September, 1975.

5. That no teacher or administrator of the Dayton School System shall be forced to transfer from one school to another because of race, color, or national origin.

Two officers of the Dayton Classroom Teachers Association submitted statements asking that the Board go on record as stating that a position of 70-30 white teacher to black teacher ratio be "loosely" interpreted, that the DHEW be asked to grant an extension of time beyond 1971 and that voluntary teacher transfer only be supported. The Board tabled this resolution.

Administration Recommendations

On August 6, 1970, the Superintendent and his Executive Committee submitted a statement on racial isolation to the Board:

> We believe that there are many educationally sound ways of decreasing racial segregation in schools. These include, but are not limited to; specialized schools, magnet schools, paired schools, the Princeton plan, reorganization, redistricting, and desegregation of neighborhoods.
>
> The Board is committed to quality integrated education. We believe that the community should assist in developing the most effective means of achieving it...

On August 13, 1970, the recommendation was presented to the Board in written form as follows:

> Resolution Organizing Committee on Quality Integrated Education
>
> Whereas, the Dayton Board of Education is committed to quality integrated education; and,
>
> Whereas, it is the feeling of the Board that the community should assist in developing the most effective means of achieving this goal;
>
> Now, therefore, be it resolved that a broadly representative committee be organized to report at a future date, with the understanding that the Board and the administration will

make no recommendations until such time as this committee's report is presented; and

Be it further resolved that serious consideration be given to the proposal from the Dayton Classroom Teachers Association for the forming of such committee; and,

Be it also further resolved that such committee be charged with the following:

1. Seek advice from, and periodically report to, the groups they represent regarding the progress and problems of desegregation.

2. Make initial recommendations so that all bi-racial schools are within twenty-five percentage points of the districtwide average of white and black enrollments by the time that desegregation of teachers is accomplished in 1971. This would assure that no black pupil is in a minority of less than the nation as a whole, nor that any white pupil is in a minority of less than one in three.

3. Make further recommendations so that full integration may be assured before the nation's two hundreth anniversary in 1976. This implies not only the ending of racial isolation, but also the integration of curriculum, the democratization of activities and the individualization of instruction with respect to the value and needs of each pupil.

Be it further resolved that while ending racial isolation is the primary objective, that socio-economic integration of public education be the ultimate goal, cultivating respect and appreciation for all individuals and their importance and contributions to the world; and,

Be it further resolved that this Board call upon the leadership of the Dayton area to join in and assist in this momentous undertaking, among them:

1. The Dayton Area Chamber of Commerce and business leaders to help sustain the financial base for public education and to increase dramatically the job placement of students.

2. The Dayton area labor organizations to assist in re-emphasizing public education as the door to economic opportunity and to take additional affirmative action to open employment opportunities to all who can qualify, particularly the young.

3. The Dayton Area Board of Realtors, the Regional Planning Council, and all real estate interests to desegregate public and private housing in every Miami Valley community.
4. The Dayton and Montgomery County Council of PTA to further integrate its governing boards and committees and strengthen bi-racial membership and participation of parents in all schools.
5. The boards of education of adjoining districts to explore every feasible means of achieving quality integrated education for the metropolitan areas as a whole.

The Board took no action on this resolution.

STAFF DESEGREGATION SYNOPSIS

The following are historical vignettes of steps in the progress toward desegregation in Dayton's public schools.

Administrative Staff Desegregation

Staff desegregation of the administration followed a significant pattern from the time when two black administrators--one high school principal and one high school assistant principal--were appointed to Dunbar High School in 1932 until school year 1966-67.

Dunbar High School was the only comprehensive high school that had no specific attendance area and that, at the time of its beginning, had a 100% black student population. An attendance area was established for Dunbar when it was moved to its present location at 2222 Richley Avenue in 1962.

Staff Transfers After Appointment of Black Administrators

In 1935-36 and 1936-37 the appointment of black principals at Willard and Garfield Elementary Schools was accompanied by the transferring of the white teachers from those schools to other Dayton Public Schools. The black teachers at those schools were not transferred. It should be noted also that the appointment of a black principal at Wogaman Elementary School in 1945 was accompanied by the transferring of the entire white faculty from that school to other Dayton Public schools and the assignment of black teachers to replace the white teachers who were transferred.

Other appointments followed the same general pattern (i.e., black administrator, predominantly black faculty, predominantly black student population): 1957 - Louise Troy; 1958 - Carlson; 1962 - MacFarlane; 1966 - Weaver. In 1964 a black principal was appointed to McNary School which had a faculty of 15 (seven white, eight black) and a predominantly black student population.

First Black Administrator in Predominantly White Staff

In 1958 a black assistant principal was appointed to Roosevelt High School, which at that time had a predominantly white faculty and predominantly black student population.

In 1960 a black assistant principal was appointed to Westwood Elementary School with a predominantly white faculty and predominantly black student population, and in 1967 the same pattern was followed with the appointment of a black assistant principal at Edison Elementary School.

In 1966 a black principal was appointed to Jefferson Primary School with a predominantly white staff and student population. This pattern continues with black principals appointed to Franklin in 1968, Lewton and Horace Mann in 1969 and Cleveland in 1970.

First Black Central Office Administrator

In 1965-66 the first black administrator was appointed to the central office staff as supervisor of the federally funded breakfast program. In 1966-67 a black administrator was appointed personnel interviewer for the federal programs and in 1967 a black administrator became director of secondary curriculum and instruction.

Table 1 compares the number of black and white principals and assistant principals in the school system for the years in which black principals and assistant principals were added to the Dayton Public School staffs. Table 2 compares the number of black and white administrative staff members in the Dayton school district for years 1967-68 through 1970-71.

In 1970, the proportion of black administrators at the executive level is 33.3%, at the director and supervisor level, 17.7%, at the principal level, 26.0%, and at the assistant principal level, 40.5%. The proportion of all administrators who are black has grown from 16.8% in 1967 to 29.0% in 1970.

TABLE 1. COMPARISONS OF NUMBERS OF BLACK AND WHITE PRINCIPALS AND ASSISTANT PRINCIPALS IN DAYTON PUBLIC SCHOOLS DURING SIGNIFICANT YEARS FROM 1932 TO 1971.

Year	Number of schools	High schools				Number of schools	Elementary Schools			
		Principals		Assistant principals			Principals		Assistamt principals	
		White	Black	White	Black		White	Black	White	Black
1932-33	7 (S.H.S.)* 8 (J.H.S.)	12	1	0	1	44	44	0	0	0
1935-36	7 (S.H.S.)* 8 (J.H.S.)	12	1	0	1	46	45	1	0	0
1936-37	7 (S.H.S.) 9 (J.H.S.)	15	1	12	1	44	42	2	9	1
1945-46	9	8	1	11	1	41	38	3	3	0
1957-58	9	8	1	9	1	55	51	4	1	0
1958-59	9	8	1	8	2	56	51	5	1	0
1960-61	11	10	1	11	2	57	52	5	1	1
1962-63	11	10	1	12	2	56	52	4	1	1
1964-65	11	10	1	12	2	56	50	6	0	1
1966-67	11	10	1	11	2	58	50	8	0	1
1967-68	11	10	1	11	3	58	49	9	16	7
1970-71	11	8	3	11	10	58	43	15	14	7

*Two senior high school principals also served as principals of junior high schools.

TABLE 2. COMPARISONS OF NUMBERS OF BLACK AND WHITE ADMINISTRATIVE STAFF MEMBERS IN DAYTON PUBLIC SCHOOLS FROM 1967 TO PRESENT

Administrative Position	1967-68		1968-69		1969-70		1970-71	
	White	Black	White	Black	White	Black	White	Black
Superintendent	1		1		1		1	
Clerk-Treasurer	1		1		1		1	
Administrative Assistant						1		1
Assistant Superintendent	3		3		3	1	3	1
Executive Director					1	1	1	1
Director	5	1	4	1	5		5	
Associate Director	2		2		4	2	4	2
Supervisor and Assistant Supervisor (Certified)	17	2	21	4	20	5	30	4
Supervisor and Assistant Supervisor (Non-Certified)	12	2	13	2	13	3	11	4
Coordinator	6	1	4	1	7	1	4	1
Program Director and Coordinator	9	4	10	7 (Oriental) 1	12	11 (Oriental) 1	11	14
Resource Teacher	6	2	5	2	6	5	11	7
Psychologist	11		11	1	15	1	15	1
Child Accountant	2		2		2		1	
Other	1	1	1	1	1			
Supervising Principal or Facilitator					2	1	2	1
Total Central Office and Service Building Administrators	76	13	78	19	93	32	100	37
Percent of Total	85.4%	14.6%	80.6%	19.4%	74.6%	25.4%	73.0%	27.0%
Principal	59	10	56	13	51	18	51	18
Assistant Principal	28	10	28	14	31	17	25	17
Total Principals and Assistant Principals	87	20	84	27	82	35	76	35
Percent of Total	81.3%	18.7%	75.7%	24.3%	70.1%	29.9%	68.5%	31.5%
Total Staff	163	33	162	46	175	67	176	72
Percent of Total	83.2%	16.8%	77.9%	22.1%	72.4%	27.6%	71.0%	29.0%

Desegregation of Teaching Staff

Each year the Dayton Public Schools employ approximately 350 teachers to replace resigning and retiring teachers as well as those reassigned to non-classroom positions. The Personnel Department seeks candidates who will most likely improve the instructional effectiveness of the total school program. Candidates are sought who evidence flexibility and who have had background preparation and experience in working effectively in unique building assignments. The personal flexibility desired within the performance capabilities of a candidate includes the willingness to serve and probability of teaching success in any of several teaching situations, particularly those that would involve working with racially different youngsters.

Considerations in Selecting Personnel

Inasmuch as all candidates do not present themselves at the same time and resignations and retirements come to the attention of the Personnel Department anytime from December through the following Labor Day, there is a constantly changing group of available applicants. Other considerations during the employment process of many months include:

1. the necessity to look for abilities to fit into existing team situations;
2. the proper combination of teaching fields for secondary scheduling;
3. attention to additional capabilities for assuming certain extra duty tasks, including coaching or writing publications, for example;
4. attention to suggestions and recommendations from principals as to currently employed Dayton teachers who may effectively fit into existing openings;
5. taking a responsible position toward those teachers who because of enrollment changes or for other legitimate reasons must transfer.

Progress Toward Staff Desegregation

Statistics compiled in October 1969 and October 1970 reveal that progress toward the Dayton Public School System's commitment on staff desegregation was made in the amount of 76 teachers: 669.9 needed transfer a year ago compared with 594.0 this fall. Progress would be more apparent if all certificated staff had been included in the compilations, inasmuch as traveling teachers, pupil personnel staff, counselors and resource teachers were not included in these statistics.

Factors Hindering Progress in Staff Desegregation

Some of the factors that inhibited further progress this past summer included:

1. The mandatory reassignment of over 100 teachers due to a general increase in pupil-teacher ratios, many of these teachers not selecting new assignments until well into the summer. Many known openings, therefore, were not definitely filled until later than normal and during this period some new applicants committed themselves to other school systems. In accordance with the Master Agreement, arbitrary reassignment of such displaced teachers could not have been made.

2. The overall reduction of Dayton's teaching staff by 135 teachers reduced the total of new teachers employed, thus reducing the opportunity for the assignment of new teachers to improve racial balance.

Nevertheless, progress toward staff desegregation occurred in 39 elementary schools and 5 high schools. Nine elementary schools and 3 high schools, regrettably moved by at least 1 teacher further from the desired staff balance.

Progress Since September

The present approach to employment of new teachers of high quality continues to include primary attention to placements that will enhance racial balance of staff. Placements of 14 new teachers since the opening of schools this fall has further improved racial balance. Interviews have been held with 11 teachers who have expressed interest in transferring for racial balance purposes, some immediately after Christmas vacation; others at the conclusion of the first semester; and still others for the 1971-72 school year.

Projected Staff Transfers

Table 3 shows the number of teachers to be transferred to reach a 27 percent minority group within each high school staff and a 31 percent minority group within each elementary school staff.

TABLE 3. PROJECTED NUMBERS OF BLACK AND WHITE TEACHER TRANSFERS NEEDED 1970-71, TO REACH STAFF MINORITY GROUPS OF 27 PERCENT IN HIGH SCHOOLS AND 31 PERCENT IN ELEMENTARY SCHOOLS

School	Minority required	Black	White
Belmont High	23.7	+14.7	-14.7
Dunbar	19.7	-38.	+38.
Fairview High	19.9	+12.8	-12.8
Kiser	13.	+ 9.9	- 9.9
Meadowdale High	21.8	+15.8	-15.8
Patterson Co-Op	27.3	+19.3	-19.3
Roosevelt	31.	-35.7	+35.7
Roth	18.7	-25.4	+25.4
Stivers	16.4	+13.4	-13.4
Colonel White	24.6	+ 8.5	- 8.5
Wilbur Wright	18.8	+12.8	-12.8
Jane Addams	9.	+ .6	- .6
Allen	8.5	+ 5.3	- 5.3
Belle Haven	15.6	+11.6	-11.6
Belmont Elementary	18.7	+ 6.7	- 6.7
Brown	13.9	+12.7	-12.7
Carlson	9.2	-12.1	+12.1
Cleveland	15.7	+12.7	-12.7
Cornell Heights	11.8	+ 2.8	- 2.8
Drexel	9.7	+ 3.3	- 3.3
Eastmont	10.6	+ 6.6	- 6.6
Edison	8.3	- 7.8	+ 7.8
Emerson	13.9	+ 7.5	- 7.5
Fairport	11.2	+ 7.6	- 7.6
Fairview Elementary	11.6	+ 8.4	- 8.4
Ft. McKinley	7.	+ 4.	- 4.
Franklin	11.7	+ 9.7	- 9.7
Gardendale	4.5	+ 2.3	- 2.3
Gettysburg	8.6	+ 4.4	- 4.4
U. S. Grant	10.3	+ 8.3	- 8.3
Grace A. Greene	9.2	- 8.4	+ 8.4
Hawthorne	3.9	+ 2.7	- 2.7
Hickorydale	7.8	+ 3.8	- 3.8
Highview	11.	- 8.	+ 8.
Huffman	13.9	+10.9	-10.9
Irving	11.3	-15.7	+15.7
Jackson Elementary	12.5	-18.7	+18.7
Jackson Primary	7.4	- 5.0	+ 5.0
Jefferson Elementary	11.3	- 1.3	+ 1.3
Jefferson Primary	9.0	- 1.4	+ 1.4
Kemp	9.1	+ 7.1	- 7.1
Lewton	7.5	+ 5.9	- 5.9
Lincoln	13.6	+ 8.6	- 8.6
Longfellow	14.8	+ 6.8	- 6.8
Loos	9.9	+ 6.5	- 6.5

TABLE 3 (continued)

School	Minority required	Black	White
MacFarlane	16.3	-28.9	+28.9
Horace Mann	5.	+ 2.4	- 2.4
McGuffey	11.5	+ 4.5	- 4.5
McNary	7.5	-10.3	+10.3
Meadowdale Elementary	9.9	+ 5.9	- 5.9
Miami Chapel	12.5	-17.1	+17.1
Patterson	7.4	+ 6.4	- 6.4
Residence Park Elementary	10.8	- 6.2	+ 6.2
Residence Park Primary	4.4	- 5.1	+ 5.1
Ruskin	11.9	+ 8.7	- 8.7
Shiloh	9.2	+ 7.2	- 7.2
Shoup Mill	5.1	+ 3.1	- 3.1
Louise Troy	10.4	-18.6	+18.6
Valerie	7.7	+ 2.7	- 2.7
Van Cleve	10.5	+ 3.9	- 3.9
Washington	9.	+ 2.3	- 2.3
Weaver	16.2	-24.5	+24.5
Webster	9.6	+ 6.4	- 6.4
Westwood	19.6	-15.8	+15.8
Whittier	9.9	- 7.6	+ 7.6
Wogaman	13.5	-21.3	+21.3
Orville Wright	10.	+ 5.	- 5.
Gorman	5.7	+ 3.5	- 3.5
Kennedy	6.	+ 1.0	- 1.0

Recommendations

One option which could be exercised locally to work toward staff racial balance would be to place substitute teachers in vacancies arising during the school year as a "holding action" until a teacher who would enhance the racial balance of the particular school is located for employment to fill the particular needs of the assignment. Yet the amount of time elapsing between the opening occurrence and the employment of such a teacher is not always predictable, and the continuity of instruction can be further broken by a succession of teachers.

A significant number of voluntary transfers of teachers cannot be promoted effectively unless all school employees are aware that a commitment for accomplishment of staff desegregation has been made for September of 1971. Now is the time for concerted effort to obtain transfer requests since the majority of resignations and retirements will occur after the school year has concluded and this is also the time when the number of candidates for employment begins to dwindle due to commitments made for employment. Flexibility in the employment and assignment of new teachers within the 70-30 goal must be reserved for the mid- and late portions of the summer.

We must continue to explore methods of how desegregation of staff can be effectively approached remembering that contractual commitment is not to specific assignments but to the Dayton Public School System at large.

Summary of Task Force Activities

During the 1968-69 school year the office for Civil Rights of the Department of Health, Education, and Welfare conducted a study of the Dayton school district. As a result, Dayton was notified of a finding of discrimination in the placement of teaching staff and duality in the educational opportunity afforded the student body. The Board then entered into an agreement with HEW to desegregate the teaching staff without need of further federal activity. Under the agreement the Board waived its right to an administrative hearing and set the date of September, 1971 as the target date for substantial compliance.

In the course of negotiations for the 1970-71 Master Agreement it was mutually decided to create a vehicle that would allow those people most affected by desegregation of staff to assume key positions in planning. Thus, a task force was created to devise policy recommendations to assist the district through its transition. Initially the task force was composed of ten administrators and ten teachers with leadership from each group present in meetings.

Meetings. The Task Force on Staff Desegregation has met a total of five times to date. Two Sunday meetings were held at the Board of Education, one after school meeting at Longfellow School, and two all-day sessions at the Greek Orthodox Church. Future all-day sessions have been planned for task force meetings.

Accomplishments. The membership amended and adopted the purposes of the task force to read as follows:

1. To promote voluntary transfer of teachers and administrators through
    a. Individual counseling
    b. Exchanges
    c. Development of incentives
2. To recommend policies and guidelines for bringing each school into compliance
3. To advise on procedures for
    a. Assignment of new teachers
    b. Transfers with seniority as a factor
    c. Reassignment of current staff

Presently the task force has limited its efforts to the development of incentives to promote voluntary transfer. To this end a list of inducements has been developed, organized into questionnaire form and distributed to professional staff members. (Tabulation of the results of this questionnaire is not complete at this date.)

Research trips were taken by members of the task force during the week of December 7th to the following cities: Indianapolis, Indiana; Peoria, Illinois; Louisville, Kentucky; and Atlanta, Georgia. An additional trip has been planned for Chicago, Illinois during the week of December 14th. It was the purpose of these research trips to obtain data concerning problems of staff balance, progress made toward staff desegregation, approaches used and problems remaining in these cities. These data will be presented to the task force at the December 14th meeting.

A series of eight recommendations were submitted to the task force on November 9, by the D.C.T.A. representative assembly. These recommendations were amended and accepted by the task force as follows:

1. That the task force as it presently exists will accept and evaluate all information submitted to it from any outside source to include the D.C.T.A. and the administrative staff.

2. That the task force will be subject to call by the task force chairmen only.

3. That pending the acceptance of these guidelines, no top administrative officials (Assistant Superintendent and up) or elected D.C.T.A. officers participate on the task force.

4. That task force information plus all pertinent data be submitted to each school so that all staffs may be aware of the information the task force is receiving.

5. That ample questionnaires to assess teacher opinion should immediately and continuously be sent to all teacher personnel for their reaction under the direction of the task force only.

6. That the results of any task force decisions will be advisory to the D.C.T.A., the Administration and the Board of Education.

7. That these decisions be submitted to the Teacher Body, the Administration and the Board of Education for their reaction once reached.

To obtain input from outside sources, the task force has arranged to have members of the central office staff, university staffs and the D.C.T.A. president speak at task force meetings.

PUPIL DESEGREGATION PROGRESS AND PROBLEMS

Boards of education in many cities have been involved in planning educational change. One facet of this change is the alleviation of racial isolation and the removal of de facto segregation.

Plans from many cities have been reviewed by the Office of E.E.O. The following are resumes of some of these plans. Some were reviewed by the Citizen's Advisory Committee; others are the result of actual visitation and participation as consultants.

Charlotte-Mecklenburg, North Carolina

Prior to the 1970-71 school year, the Charlotte-Mecklenburg, North Carolina School System had been operating under a freedom-of-choice school attendance plan which had been implemented previously by the Board of Education.

In the spring of 1970, Judge James B. MacMillan ordered implementation of a different plan designed to eliminate all black and all white schools in the system. The implementation was delayed by the Circuit Court until Judge MacMillan could apply a "test of reasonableness" for his original order.

During the summer, new testimony was presented to the court; but Judge MacMillan upheld his original order.

Selecting the Plans

In August of 1970, the Board was instructed either to implement the plan previously submitted in the spring or a modified version of it. The plan adopted by the Board called for an approximate racial distribution of 30 per cent black and 70 per cent white in each of the 103 schools in the system. This meant that schools that had been either all black or all white last year were to be changed to meet this guideline.

Implementation

In order to achieve this goal, the Charlotte-Mecklenburg System expanded its transportation system to accommodate approximately 23,000 additional students. This was accomplished primarily by acquisition of used vehicles from the state of North Carolina.

Although some of the schools had to open with abbreviated schedules, all of the schools opened on the same day and within one month all of the schools were on full daily schedules.

Evaluation and Remaining Problems

Under the auspices of the Educational Leadership and Human Relations Center at St. Augustine's College, a team of outside assessors visited the school system in November, 1970. Their primary assignment was to determine what was happening in the junior high schools beyond physical desegregation. The assessment team found:

1. that very little resegregation had occurred within the buildings;
2. that except for certain specialized courses, class assignments within buildings were approximately balanced by race;
3. that few problems existed between students and teachers and between students and students: and
4. that prevailing attitudes of students suggested the major problem they were facing to be resistance to this plan by people in the community.

The United States Supreme Court in October heard arguments relative to the Charlotte-Mecklenburg case. Their decision has not been announced.

Seattle, Washington

This report summarizes the initial steps taken by the Seattle School System toward the long range goals of eliminating de facto segregation within the city's schools and providing quality continuous progress education for all pupils.

The Problem

The problem identified by members of the board of education and the professional staff was: Can an educational setting be created in which a cross section of the city's students can participate within a curriculum which permits each student to progress at his own best rate through a program tailored for him?

Approach to the Problem

Once the problem was identified, a task force was appointed to explore possible ways of attacking the problem. Materials from many school districts were studied, several schools were visited, and consultations were held with educational leaders within various specialized fields. The decision was made to focus future efforts upon the implementation of two concepts: racial balance and continuous progress.

The local Citizens School Progress Planning Committee was asked to define "ideal racial balance." The group decided that balance would be achieved if a school included no more than 50 percent non-white students with no more than 33 percent of this percentage representing any one minority group's enrollment.

Commitment of this citizen's planning committee to the concept of continuous progress within a racially balanced school setting was obtained, and machinery to involve this group in future program planning, operation, and evaluation was set in motion.

The Educational Center

The vehicle selected as the means to effect desegregation was the educational center. The center, as planned, was to consist of three levels: the primary level, K through grade 4; the intermediate level, grades 5 through 8; and the secondary level, grades 9 through 12. One new intermediate school building would need to be constructed within the southeast center to make such an organization possible. Total enrollment at this proposed center was to be approximately 3,500 students. Initial Negro enrollment was to be 8.9 percent, a figure significantly below the 25 percent maximum proposed for the center. However, the trend of Negro population movement was toward the southeast Seattle area and toward the education center so that the percent of Negro enrollment in the center, over time, would increase significantly. Redistricting would require that some youngsters travel more than a mile to school; transportation would be provided for these youngsters.

Professional Responsibility. A commitment was made to provide individualized instruction at the center; highest priority would be given to the basic skills in language arts and mathematics, and emphasis was focused upon the study of science and social studies.

To implement the curriculum being planned, professional responsibility was to be placed upon teachers to a far greater degree than ever before. Not only would teachers grapple with questions of what was to be taught but how it should be taught. They were responsible not only for the preparation and application of programs but for the effectiveness of their efforts as well.

The school district would provide appropriate staff development programs and adequate on-site specialists to assist teachers in becoming effective in their "new" roles.

Planning. In planning the center, seven full time staff members were to be involved. The planning and staff and facility development schedules would be implemented over a 31 month period with certain aspects of each running concurrently.

Research and evaluation. Research and evaluation procedures would follow traditional lines and would rely on traditional type tools and techniques. It was recognized that new tests measuring concept and skill level learning rather than general achievement had to be developed.

White Plains, New York*

The White Plains Board of Education and administration had grappled for years with the problem of de facto segregation which stemmed, as is usually the case, from housing patterns. Nineteen percent of all elementary pupils, and 17 percent of our 8,700 K-12 students are Negro.

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*This report first appeared in School Management Magazine, January, 1968 and is reprinted by permission.

We had repeatedly changed school building attendance areas for the 11 elementary schools. We constructed a new elementary school on the edge of the downtown area to replace an older facility, locating the new building so as to draw from predominantly white and predominantly Negro areas. We built a new all-city senior high for grades 10-12, rather than a second high school to supplement the one we already had. When that school opened in 1960, we relocated one of the three junior high schools.

But by 1964, racial imbalance persisted at the elementary levels and was growing worse. The time had come to dispense with piece-meal efforts and adopt a city-wide policy which would put an end, once and for all, to the creeping threat of de facto segregation.

In April, 1964, the school board adopted a racial balance policy. The policy stated that no school in the community should have more than approximately 30 percent or less than approximately 10 percent Negro enrollment.

The policy was implemented in September, 1964, just four months after its adoption.

Part of the implementation process involved setting up a careful study of the effects of busing and integration on academic achievement. Now, three years later, the results of that study have been compiled, analyzed and released for public examination.

While White Plains administrators do not claim to know all of the answers, they do have heartening evidence of progress in pupil achievement, teacher involvement and community acceptance.

The following report sums up the results of the study and, more important, analyses the administration of this pioneer project--the shortcomings as well as the successes--since its inception. It has been prepared exclusively for SCHOOL MANAGEMENT by White Plains Superintendent Carroll F. Johnson, with the assistance of Mrs. JoAn Booth.

Academic achievement of white pupils has not been adversely affected by the White Plains racial balance plan. White pupils in four neighborhood elementary schools included in a special study--schools which had been all or mostly white before 1964--are now doing as well as, and at some reference points better than, comparable groups of white children did in these same schools prior to integration.

More Negro children are making greater academic progress under the racial balance plan than comparable groups of center city children made before the schools were integrated. A predominantly Negro (90%) group of pupils from the center city area were in third grade when integration was instituted in 1964. Tested then, and again at fifth grade in 1966, 45 per cent made at least two years of progress during that two-year period in one or more test areas (word meaning, paragraph meaning, arithmetic reasoning and arithmetic computation). By contrast, only 25 per cent of a previously studied, comparable group of center city children made that much progress between third (1960) and fifth grade (1962).

Only 15 per cent of the post-integration group failed to make at least 1.5 years of progress in any of the four test areas during the two-year period. Thirty-three percent of the pre-integration group, however, made less than 1.5 years of progress between third and fifth grade in a segregated situation. Center city children who were in first grade in 1964, when integration was instituted, have done even better.

Briefly, those are the results of our study of integration in White Plains. The study is limited and we know it. We focused only on "before" and "after" achievement (using third- and fifth-grade Stanford Achievement Tests) of 1) white children attending integrated schools which were previously all or mostly white, and 2) children in a predominantly Negro group that previously attended school in the center city.

However, the study results clearly indicate that the effect of our racial balance plan generally has not been negative and, in specific instances, has definitely been positive.

This is why we think our experience shows that integration--and yes, integration through busing--helps close the traditional gap between disadvantaged Negro pupils and middle-class white students. Negro youngsters tend to achieve at a higher level. White children are not penalized or held back and may, in fact, benefit academically.

But we have also found, aside from our study on academic achievement, that:

> There has been no flight of middle-class white families.
> The majority of parents and teachers find both positive and negative aspects to integration, but are willing to support it.
> Teachers are becoming increasingly involved in working our solutions to the problems which arise in heterogeneous classrooms.

Berkeley, California

Following the April, 1967, vote of the Board of Education to bring integration to all of Berkeley's elementary schools by the fall of 1968, the superintendent's first action was to involve all of the elementary staff in the process of devising the means by which desegregation would be achieved.

A district-wide meeting was called at which staff members were asked to submit to the administration any plan they would have for desegregating the schools. At subsequent public meetings, appeals were made to the citizenry inviting them to submit their ideas and suggestions. Letters were sent to citizen's groups urging them to lend their resources to the development of an effective integration plan.

Appointment of Task Groups

The superintendent then appointed a group of seven staff members to work during the summer to study all of the plans submitted and to develop its own recommendations based on an intensive analysis of all relevant data. This group became known as the Summer Task Group on Logistics and/or the Hunter Committee. Subsequently, a second task group was appointed to develop recommendations for the instructional program that would accompany the reorganization of the schools. This group became known as the Committee on Instructional Programs for Integration and/or the Wood Committee.

Guidelines for Proposals

The Task Group on Logistics began its study in July, 1967. Approximately 19 detailed proposals and 23 supplementary suggestions had been submitted from staff and community sources. The Task Group submitted each of these to the following analysis:

1. Does each proposal result in desegregation of all elementary schools?
2. Is the proposal conducive to quality education?
3. Is the proposal financially and logistically feasible?

Transportation Needs Identified

All of the methods under consideration required some provisions for transportation. The concentration of Negroes in the South and West sections of the city and Caucasians in the East made busing a necessary component of any plan. In 1967, district-wide proportions were as follows: 40 percent Negro, 51 percent Caucasian and nine percent Oriental. The racial proportions in the East Berkeley Schools ranged from 73 percent to 91 percent Caucasian. In the integrated schools, Negro student populations ranged from 21 to 42 percent of the total population of each school. In the South and West Berkeley schools, the percentages of Negro students ranged from 65 to 89 per cent.

On the basis of these percentages, the Task Group concluded that any substantial desegregation of the schools would require a massive busing program.

Report of the Summer Task Group

In September, 1967 the Summer Task Group on Logistics presented to staff and community the results of its three-month-long study. The result of the Task Group's work was a document entitled: "Integration of the Berkeley Elementary Schools: A Report to the Superintendent." It contained a detailed description of five basic prototypes representing the Task Group's recommendations as to the best ways of achieving desegregation. The prototypes had been adjusted and refined according to the factors previously discussed, providing for racial balance, minimum housing conversion and two-way busing.

"Middle School Plan." Two of the prototypes called for reorganization of the already desegregated secondary schools. These prototypes became known as "middle school plans" because of their provisions for middle-grade schools, either 5-8 or 6-8.

Reorganization of elementary schools. Two other plans dealt only with elementary schools, splitting the existing grade structure, kindergarten through sixth, into a K-3, 4-6 or a K-4, 5-6 organization. The K-3, 4-6 structure called for the placement of all fourth through sixth grade students in four schools in the predominantly Negro areas. All the other elementary schools would house the kindergartners, first, second and third graders. Another plan divided the district into three racially balanced attendance zones, each containing several K-4 schools and a 5-6 school.

Using existing structure. The final prototype presented in the report called for the desegregating of the elementary schools while maintaining the existing kindergarten-through-sixth-grade structure.

The Task Group submitted these plans to the superintendent without ranking them in order of preference. Each plan, however, was recommended as feasible and implementable by September, 1968.

Instructional Programs for Integration

While studying the various proposals for desegregation, the Task Group on Logistics had noted that many of the plans contained ideas that related to the instructional program. Acting on the committee's suggestion, the assistant superintendent of instruction appointed 13 teachers and administrators to a new task group, called the Committee on Instructional Programs for Integration.

In a discussion draft, entitled "Helping Children Learn," the members presented their definitions and proposals of a program of quality education that would be feasible and implementable by September, 1968.

"Helping Children Learn" contained a variety of recommendations, including schedules outlining the length of the school day, time allotments for various class offerings, use of tutors, teacher aides, supportive personnel and special facilities.

Informing Staff and Community

After the Summer Staff Task Group on Logistics and the Committee on Instruction for Integration had submitted their recommendations to the superintendent, his immediate response was to inform both staff members and the community about their content. On the afternoon of September 11, some eight days after he had received the report, the superintendent called a meeting of the total staff, both elementary and secondary. At this meeting each prototype plan was briefly described and the instruction committee's recommendations summarily outlined. On the evening of the same day, a similar report was made to the public. Copies of the reports were made available to those who attended. Other copies were placed in offices, libraries, and various public agencies around the city.

Plan assessment by all staff members. A rpocess was established whereby all staff would be systematically involved in assessment of the five plans recommended by the Task Group. The importance of drawing upon staff reaction was repeatedly stressed by the superintendent. His staff was directed to elicit and record the reactions and recommendations of all certified personnel to the prototypes.

Organization of staff advisory council. On September 25, 1967, the superintendent and a committee of 30 educators consisting of teachers, representatives of the teacher organizations, principals, psychology and guidance personnel and both summer task groups, moved en masse to the Claremont Hotel to resolve the issue of which logistical plan would be recommended to the school board.

Selecting Preferred Desegregation Proposal

The group, subsequently called the Superintendent's Staff Advisory Council on Integration, began its work by reviewing the summaries of staff and community reaction to integration proposals. Very early in its study, the K-6 and the K-3, 4-6 plans emerged as the two that the group should consider in depth.

While the Superintendent's Staff Advisory Council saw the K-3, 4-6 plan as the most workable, it refused to ignore the preference of the general staff. It, therefore, advised, and the superintendent agreed, that his recommendations to the Board include the K-6 plan as a viable alternative. It was also agreed, however, that it be understood that the K-3, 4-6 plan was the preference of the superintendent and the council.

After five days of intensive study and discussion of the logistical plan and other related components, including instructional program, teacher placement, transportation and financing, all proposals were then edited and compiled into a report to the Board of Education. The report, entitled "Integration, A Plan for Berkeley", was presented to the Board on October 3, 1967.

On January 16, 1968, the Board of Education unanimously approved the K-3, 4-6 plan as the organizational configuration by which the Berkeley schools would be desegregated.

San Francisco, California

In 1966 the Board of Education retained the Stanford Research Institute to propose alternative plans for the integration of the San Francisco Public Schools, in line with the provisions of the State and Federal laws.

The Board then requested the new superintendent to narrow the alternatives to three or four for Board consideration. Three SRI alternatives were considered pro and con and eight additional suggestions for opportunites in integrated quality education were included in the report. Several forums were held in the City, attended by thousands of citizens and deep concern was expressed about "cross-town" busing as a solution. This concern was weighed heavily in seeking reasonable and feasible plans for the City.

Staff and Community Assistance

The superintendent appointed a Task Force of teachers and administrators and a Citizens Advisory Committee to study all proposals and submit recommendations.

The Citizens Advisory Committee submitted their report in February, 1969. The Board approved the Superintendent's recommendation that the report be studied by parents, teachers and administrators in the schools that would be directly affected by the recommendations, in order to determine the feasibility of the proposals. The Board authorized the superintendent to retain Davis-MacConnell-Ralston, Inc., Educational Planning Consultants for several large cities, to assist the superintendent in the analysis of the community and staff studies and to present more detailed information on the proposed complex approach for 20 elementary schools.

Program and Policy Action to Date

Outdoor education. Several hundred children from the inner city are now voluntarily participating in a full week program of outdoor education with Marin County children at the Marin County Camp in the Santa Cruz Mountains.

Outdoor Science Resource Center. A rich program, utilizing many science resources in the city, has been initiated during 1968-69, providing opportunities for quality education for students of various ethnic and cultural backgrounds.

High School Resource Centers. The Electronic Data Processing project was initiated at Pelton Junior High School and Woodrow Wilson High School.

Supplementary Education Center. A rich resource center for all elementary children, emphasizing the "Heritage" of many ethnic and cultural groups, it would include exhibits not now available in San Francisco. This center has now been recommended by the Citizens Advisory Committee.

Board Policy Established

On June 10, 1968, the Board of Education approved the Superintendent's recommendation on a "Policy Statement on Integrated Quality Education." This statement, initially developed at the Superintendent's request, by the Task Force and Citizens Advisory Committee, includes the following affirmation of policy:

> The Board of Education of the San Francisco Unified School District accepts its responsibility to exercise leadership in the development of policies and programs leading toward improvement of quality education through the orderly integration of its schools with due regard for sound educational approaches and the unique problems of San Francisco....
>
> The Board of Education, therefore, affirms its responsibility to promote racial and ethnic integration with carefully considered, practical plans that are reasonably feasible and acceptable.
>
> The Superintendent is hereby authorized to formulate and submit for Board approval reasonably feasible plans to bring about, as soon as possible, the greatest amount of integrated quality education in the following phases:
>
> (1) Initial plans (1968-69)
> (2) Intermediate (To be implemented not later than 1971-72)
> (3) Long range (developmental, beginning 1968-69)

State and Federal Laws

Mr. Irving Breyer, Legal Adviser of the San Francisco Unified School District, has written a legal opinion dated May 13, 1969 with supporting references to state and federal laws and court cases, in which he states:

> In conclusion, it is my opinion that under California law it is the legal responsibility of this school board to take positive, affirmative steps to alleviate racial imbalance. It is my further opinion that if proposals recommended by the Superintendent for doing so are found to be practical and feasible by the Board of Education that it would then be the legal responsibility of the school board to implement by proper action such recommendations.

Recommendations

Elementary school complexes. It was recommended that two elementary school complexes, the Richmond and the Park-South, be created as models for future complexes in San Francisco, and that 1969-70 be used for instructional planning, in-service education, preparation of school facilities and the arrangement for transportation through limited shuttle busing, with implementation in September, 1970 in accordance with the basic proposals for educational equality/quality recommended by the Citizens Advisory Committee.

Reorganization of grade structures. It was further recommended that in order to achieve greater educational equality/quality the grade structure of all the schools in the two complexes be reorganized with several schools serving kindergarten through fourth grade, and others designated as kindergarten, 5-6 schools, depending upon the school site and facilities.

Material and learning centers. It was also recommended that the Curriculum Material Center concept be expanded to provide a Cultural Learning Center for each complex, with specialized resource centers to be developed in several of the elementary schools.

Harrisburg, Pennsylvania

The Harrisburg, Pennsylvania School student population is 52 percent black and 48 percent white.

The district implemented a reorganization plan and concurrently eliminated racial isolation of students. Two schools are considered Early Child Education Centers housing Pre-K-2. Eight schools house grades 3-6. One junior high school is changed to a middle school for 7th and 8th year youngsters. Ninth year youngsters are sent to two senior high schools.

Pupil Selection

Three factors about each child were placed into a computer. Those factors were race, socio-economic level, and educational expectancy. The students were assigned to schools using these criteria, with each school receiving a similar balance that will be maintained in the future. Selection is by computer.

Staff Selection

The same procedure was followed with staff. The criteria used were race, educational experience, and sex.

Prior to reorganization, 15 percent of the student body was transported for various purposes. Following reorganization, 35 percent of the student body was transported to implement the program.

Atlanta, Georgia

Information for this report was obtained from newspaper clippings, United States Court Appeals involving school desegregation orders, a survey of teacher transfers, Atlanta's School Guide, a report on the Atlanta School System desegregation procedure, a State of Georgia information folder, as well as numerous discussions with Atlanta personnel including the Coordinator of the Emergency School Assistance Program, the Assistant Superintendent for Research and Development, the Comptroller of Supervision Transfer, school principals, parents, teachers, union representatives, cafeteria workers and students.

The Problem

The Fifth Circuit Court of the United States Court of Appeals intervened in racial balance of school districts. Quotas were mandated to reflect the total faculty percentage--60 percent black and 40 percent white in elementary schools and 57 percent black and 43 percent white in high schools. Administrators learned about the court order during Christmas vacation in 1969. Teachers had to be transferred by February, 1970.

Inducement

In all, 1600 teachers transferred. Only one inducement was presented to encourage voluntary transfer. A teacher could choose the school he wanted to be transferred to. If there was a vacancy there, the volunteer was given first choice. If no vacancy occurred, the teacher was not required to move until and if his number came up in a lottery drawing. Voluntarily, 275 teachers transferred.

In this district, 700 teachers (14%) normally retire or resign per year. After the announcement of desegregation plans, 400 teachers resigned before the lottery was held and 400 more at the end of the year. Those teachers who resigned during the year were given permission to complete the year within their own school buildings. However, the Assistant Superintendent for Research and Development denounced that practice in favor of the concept of immediate leaving.

The Lottery System

A lottery system using teachers' numbers (the last digit of their certificate number) was devised. The drawing of these numbers was done by the President of the Atlanta Education Association and was shown on their education T.V. network. The number 7 was drawn first; all teachers with 7 as the last number on their teaching certificate were designated to be transferred. The next number drawn was 6, the next 8, and so on.

School numbers were computerized and ranked and teachers were put on lists according to teaching areas. White and black teachers in each teaching area were paired and exchanged teaching assignments.

Exempted from the plan were teachers over 60 years of age, those close to retirement, teachers with 21 years of tenure, and special education teachers (because not every school had special education programs). Counselors were reassigned for racial balance in other ways.

Student and Community Involvement

After teachers received their new assignments, a task force made up of teachers who already had taught in such schools visited the schools to talk to reassigned teachers if they requested it. Then teachers spent two days at their new schools without children. In the morning the white teacher visited her black counterpart and in the afternoon, the black visited the white. Some principals assigned students as hosts to their new teachers--to show them around the new school and answer questions. The time to implement transfer then was extended to March, 1970.

Desegregation of Students

In Atlanta, 153 schools were required to desegregate their student body. To do this, school attendance boundaries were changed.

Advice offered by the Atlanta Personnel emphasized the importance of working personally with principals, providing opportunities for visitation, recognizing children's fear of the unknown and their dislike for change, coinciding pupil desegregation with assignment of new teachers for racial balance, and approaching the entire task with a positive attitude.

Problems That Developed

The Atlanta Schools faced much opposition. White teachers vowed to fight faculty desegregation orders. They opposed transfer during the middle of the year. Much opposition was raised to busing. A community organization formed to protest the school faculty desegregation order.

After desegregation, some parents complained that the educational training of certain white teachers was not equal to that of the blacks.

Although the Atlanta Schools did not use major community assistance to transfer teachers, certain new groups were formed to help desegregation. These included the Black and White Education Association, Atlanta Classroom Teacher Association, the American Federation Association, and the Emergency School Assistance Program.

EFFORTS TOWARD INTEGRATION IN DAYTON PUBLIC SCHOOLS

Trends and efforts toward integration of both pupils and staff of Dayton schools are obvious in the establishment of a freedom of enrollment policy, the organization and activities of human relations councils, the holding of desegregation in-service education programs as well as workshops and retreats to study current social problems, the design of student exchange programs and the use of gifts to our schools for human relations projects.

Other efforts are evidenced by the many projects of the Office of Equal Educational Opportunity in the Dayton school district; the publications, teaching demonstrations, and other curriculum developments of the Negro History division of the instruction department; and reports of desegregation surveys and research studies made in Dayton public schools.

Efforts Toward Integration Through Student Activities

Lack of communication among students, teachers and administrators has been cited as a major factor in school concerns. Many authorities concur that an exchange of views among these persons would alleviate many of the problems currently facing the secondary schools. Students not only must be given a chance to speak, they must also be given the opportunity to be heard. It has become evident to the Office of Student Relations that students, teachers and administrators should be involved in a continuing dialogue over problems important to the school. If this dialogue takes place, the majority of stress and disruptions need not happen. A frank exchange of ideas with students is often a means of warding off barriers to communication which give rise to forceful dissent. That students clamor for more opportunities to be heard indicates that the concept of youth becoming deeply involved in student programs is a highly significant direction in which schools should be moving.

The following student activities now initiated in Dayton public schools give our students an opportunity to experience meaningful integrated experiences.

Freedom of Enrollment

The Dayton School Board approved a Freedom of Enrollment Policy, effective September, 1969, to assist in providing quality integrated education for all public school students. The policy provides that within certain limitations any student in the school system is eligible to attend any of its schools. The limitations include requirement that space be available in the requested school, that special courses be attainable only in the requested school and that the student's presence in the school will improve racial balance in that building.

Any two students or numerically equal groups may exchange places if the exchange improves the racial balance. The Freedom of Enrollment Policy extends to Elementary Schools as well as High Schools. There have been 405 students transferred under the Freedom of Enrollment Policy. Tables 4 and 5 present statistics pertaining to this program.

TABLE 4. FREEDOM OF ENROLLMENT REPORT, FIRST SEMESTER, SEPTEMBER 22, 1970

	Non-Minority	Minority	Total
Total Number (Elementary & High School)			
Applications Received	53	282	335
Approvals	28	140	168
Disapprovals	25	142	167
Elementary School			
Approvals	6	*43	49
Disapprovals	2	**16	18
Reasons for Disapprovals			
Racial balance not improved	1	5	6
Lack of classroom space	1	9	10
Lack of transportation	0	2	2
Not in good standing	0	0	0
High School			
Approvals	22	97	119
Disapprovals	23	126	149
Reasons for Disapprovals			
Racial balance not improved	5	52	57
Lack of classroom space	9	59	68
Lack of transportation	0	9	9
Not in good standing	0	4	4
Course attainable at home school	9	2	11

*1 Hindu

**2 Spanish-surnamed Americans

TABLE 5. ELEMENTARY AND HIGH SCHOOL FREEDOM OF ENROLLMENT APPROVALS BY SCHOOL AND GRADE

Elementary Schools	Grades	Total	Schools	Grades	Total	High Schools	Grades	Total
Brown	7,8	2	Lewton	8	1	Belmont	9-17,10-3, 12-1	21
Cleveland	1,6	2	Meadowdale	6,8	2	Dunbar	10	1
Edison	1	1	Ruskin	5,8	2	Fairview	9-24,10-6, 11-1,12-1	32
Fairport	K,5	2	Valerie	K-2,1-1, 2-1,3-1, 5-1,6-2, 7-2,8-1	11	Kiser	9-2,10-1, 11-4	7
Fairview	K-1,1-1, 6-3,7-2, 8-4	11	Van Cleve	3-1,4-1, 6-1,8-2	5	Meadowdale	9-19,10-7, 11-2,12-2	30
Gettysburg	6-2,7-1	3	Westwood	3-1,8-1	2	Roth	12	1
U.S. Grant	4,6	2				Stivers	9-8,10-1, 11-3	12
Jefferson Pr.	1	1				Col. White	11-2,12-1	3
Jefferson El.	3,6	2				W. Wright	9-8,10-1, 11-3	12

Student Human Relations Councils

Most programs involving human relations and interactions were organized in the local school buildings. The local school personnel best knows its own students, teachers and parents. The students in these schools may have concerns totally unlike those in any other school in our system, so a local building Human Relations Planning Council initiates programs involving staff with students and students with students. In the more successful programs the Human Relations Councils include the principal as well as other staff members chosen wholly or in part by the students. The local Human Relations Council Faculty Advisor meets with the students regularly during the school hours or evenings.

All City Human Relations Council. Subsequent to organizing some local human relations councils, students recognized that certain concerns of human relations and meaningful interactions appeared to be district wide in nature. That is, all senior high schools may deal with students having certain similar types of concerns. Therefore, the All City Human Relations Council was established with the following purposes:

a. To develop a better understanding and mutual regard of all people.
b. To coordinate the activities of the Human Relations Councils of all the member schools.
c. To develop insights among students which may support the attitudes in behavior patterns that tend to improve human relations in all schools.

Humanities in progress. An organization called Humanities in Progress was initiated to provide a program for a small number of students on a demonstration basis. These students would be able to take back to their individual classes the insights gained both from an unusual seminar content and from the interaction of participants from diverse cultural and ethnic backgrounds. The Humanities in Progress program was discontinued because of lack of funds.

Retreats

Community workshop. A retreat or workshop was held at the Third Baptist Church. This workshop included representation from the following areas: NAACP, Suicide Prevention Center, Southern Christian Leadership Council, The United Theological Seminary, Living Arts, and the Negro History Department from the Board of Education.

All City Human Relations Council retreat. A weekend retreat at Bergamo Youth Center was planned by the students from the All City Human Relations Council. It was an attempt to help each student develop: (a) respect for the rights and opinions of others; (b) a realization that prejudices often stem from lack of understanding; (c) recognition that there are similarities and differences, but differences do not necessarily denote superiority or inferiority.

Cultural contributions retreat. A retreat was held at the Art Institute which dealt with the cultural contributions by persons of different ethnic and religious backgrounds. A second theme of this workshop concerned changing communities and their effects upon school, real estate brokers and social conditions. Resource aid for this workshop was drawn primarily from the Dayton View Stabilization Program.

Community power structure retreat. Mrs. Velma Strode, Community Relations Office, Washington, D.C., was a resource person to students in a workshop that outlined the power structure of our community and what it means. The purpose of this retreat was to explore constructive methods of involving the community and students in bringing about change within the community and school.

Communications skills workshop. A retreat was held at the University of Dayton's east campus to deal with communications skills. The purpose of this communications skills workshop was to assist students in basic communications skills which may have some application in their own school organizations. Members of the Student Senate Advisory Forum, which was formulated as a clearinghouse for student activities on a city-wide basis, were in attendance.

Glen Helen retreat. A weekend retreat is planned at Glen Helen, Yellow Springs, Ohio for the latter part of December 1970. The purpose of this retreat is to help students develop some degree of (a) sensitivity to and understanding of each person -- his importance to the group and his special talents; (b) ability to put general welfare above individual interests; (c) recognition that rules and standards are necessary for group living. (d) ability to work together to achieve common goals.

Exchange Programs

Student exchanges within and outside the school district have been rather extensive. High school and elementary school student exchanges have shown a constructive potential for future orientation programs. One of the primary purposes of student exchange is to allow students to share in school experiences that may differ from experiences in their own school.

Exchanges to establish new friendships. Students of one west side school visited a school outside our district. They spent the day at the school. Each student was invited to have supper in the home of a host student. All students met at the school that evening and attended a basketball game.

City-wide exchange program. Currently students are planning a city-wide exchange that will include the parochial schools. Twenty-six students will visit each high school. The purpose of this student exchange, which is being organized by the student group STRATE (Students Taking Responsible Action Toward Education), is to promote better understanding among students, teachers and administrators. It will allow students to observe the environment and participate in some of the activities of another school. While doing so they will have opportunity to discuss mutual problems and ideas with students in the other environments. They will discuss for instance, school dress codes, student councils, time schedules and projects being planned by the school.

Special Gifts

A special gift was donated by the McConnaughey Family of Cincinnati to be used for promoting human relations activities in the Dayton School District. Funds have been used in many ways.

NEA conference. Two students used funds to attend the NEA's Human Relations Conference in Washington, D.C. One of the students from the Dayton Public Schools presented a position paper, "Student Involvement in Human Relations," which was endorsed by the conferees.

Consultant services. Consultant aid was provided from the Special Gift Fund for human relations facilitators in planning experimental projects for orienting elementary feeder school students before entering high school.

Workshops and conferences. The funds provided a communications workshop for students so that skills might be learned to enhance human relations, and they also paid expenses for a student to attend the Ohio School Board Association Conference in Columbus, Ohio. The funds also provided transportation and other services that would encourage and support human relations activities in various schools.

Unused funds. Any remaining funds will be used to assist in a nominal way any human relations activity within the local district. It has proved beneficial to keep seed money to which will be added possible future gifts.

Demographic Analysis

The collection and compilation of data, information, statistics, and reports has been necessary to prepare certain demographic data needed to effectively implement the objectives of The Office of Equal Educational Opportunity. Lengthy research has been done in the area of racial isolation.

Racial Isolation in Public Schools

In 1954 (Brown vs. Board of Education), the Supreme Court held that separate schools for Negro and white children are inherently unequal.

In 1965, President Johnson asked the United States Commission on Civil Rights to gather facts bearing on racial isolation in the nation's schools and make them available as rapidly as possible. In a letter to John Hanna, Chairman of the Commission, the President said,

> Although we have made substantial progress in ending formal segregation of schools, racial isolation in the schools persists--both in the North and the South--because of housing patterns, school districting, economic stratification and population movements. It has become apparent that such isolation presents serious barriers to quality education. The problems are more subtle and complex than those presented by segregation imposed by law. The remedies may be difficult. But as a first and vital step, the Nation needs to know the facts.

Facts presented in 1967. The requested report was issued in 1967. Its findings were quite extensive and reported in the document Racial Isolation in the Public Schools.

General conclusions drawn were:

1. Racial isolation in the public schools is intense throughout the United States. Seventy-five percent of Negro elementary school children in the nation are in schools with enrollments that are nearly all Negro, 90 percent or more. Eighty-three percent of white students are in nearly all white schools.
2. This high level of racial separation in city schools exists in cities large and small, North and South and in cities where the proportion of Negroes is large or small.
3. Racial isolation in the public schools has been increasing.
4. The nation's metropolitan populations are growing and are becoming increasingly black, suburbs increasingly white.

Coleman Report. In 1966 in response to Section 402 of the Civil Rights Act of 1964, the Department of Health, Education, and Welfare conducted a survey concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin.

This report. popularly known as the Coleman Report, indicated that the great majority of American children attend schools that are largely segregated.

> The great majority of American children attend schools that are largely segregated--that is, where almost all of their fellow students are of the same racial background. Among minority groups, Negroes are by far the most segregated. Taking all groups, however, white children are most segregated. Almost 80 percent of all white pupils in 1st grade and 12th grade attend schools that are from 90 to 100 percent white. And 97 percent at grade 1, and 99 percent at grade 12, attend schools that are 50 percent or more white.

Ohio racial isolation (Ohio Civil Rights Commission). The status of school attendance by race has not improved since the Coleman Report was released. In many areas, especially in the North, racial isolation has increased. A recent summary of findings by the Ohio Civil Rights Commission describes racial isolation of Ohio school pupils in the following manner:

> Statistics show that whites attend schools with whites and blacks go to school with blacks. So serious is this racial insulation that the education of both whites and blacks is injured. The richness of knowing persons of different races, social background, religion, culture and nationality is being denied most Ohio public school pupils. Let the figures speak: 1,561,465 pupils attend schools of less than 10 percent Negro (actually 98.85 percent are non-Negro). This constitutes 65 percent of Ohio public school pupils. 239,035 responding students attend schools of 10-60 percent Negro composition. This represents 12.09 percent of the total pupil population. The concentration of black pupils is equally grave. 50,164 pupils are in schools 60-90 percent black, while 125,480--including 50.5% of all black pupils (123,068) in responses--attend buildings over 90 percent Negro (actually 98 percent).

Racial isolation in Dayton. The data in Table 6 reflect the extent of racial isolation in Dayton Public Schools.

TABLE 6. NUMBERS OF SCHOOLS ENROLLING VARIOUS PERCENTAGES OF BLACK STUDENTS

Elementary Schools		High Schools	
Percent of black students	Number of schools	Percent of black students	Number of schools
0.00	6	0.00	
0.01 - 9.99	21	0.01 - 9.99	4
10.00 - 19.99	[illegible]	10.00 - 19.99	2
20.00 - 29.99	1	20.00 - 29.99	1
30.00 - 39.99		30.00 - 39.99	
40.00 - 49.99		40.00 - 49.99	1
50.00 - 59.99	1	50.00 - 59.99	
60.00 - 69.99	1	60.00 - 69.99	
70.00 - 79.99	2	70.00 - 79.99	
80.00 89.99	2	80.00 - 89.99	
90.00 - 99.99	16	90.00 - 99.99	2
100.00	1	100.00	1

According to these data, pupils are racially isolated in 44 (or 76 percent) of the 58 Dayton public elementary schools. Pupils are racially isolated in 7 (or 64 percent) of the 11 high schools. (Here racial isolation refers to total enrollments of less than 10 percent black or white students.)

Dayton Public School attendance figures for October, 1970 show that 75 percent of all pupils attend racially isolated schools. The remaining 25 percent attend integrated schools mainly for these reasons:

1. Integrated neighborhoods
2. Relocation due to over-crowded schools
3. Redistricted school areas
4. Relocation due to Edison Elementary School fire

The map in Figure 1. shows location of the student population: black, white and integrated.

Note that except for the small Drexel area located at the far left, the area south and west of Wolfe Creek is populated mostly with blacks. Most of the rest of the Dayton area is populated with whites except for the two integrated areas in the Colonel White and Kiser school districts.

Expectations placed upon the public schools are becoming greater and greater. Not only is the school expected to provide pupils with the academic tools required to function as a wage earner, but it is expected to prepare its students for the larger task of successful functioning in the entire societal structure.

If the school is to anticipate to any degree fulfillment of this monumental task, then its course is glaringly clear. The school must provide from the child's first school day an atmosphere, a structure, and a learning program that will provide for contact with the cultures, races, life styles, and patterns of those with whom he must function as an adult.

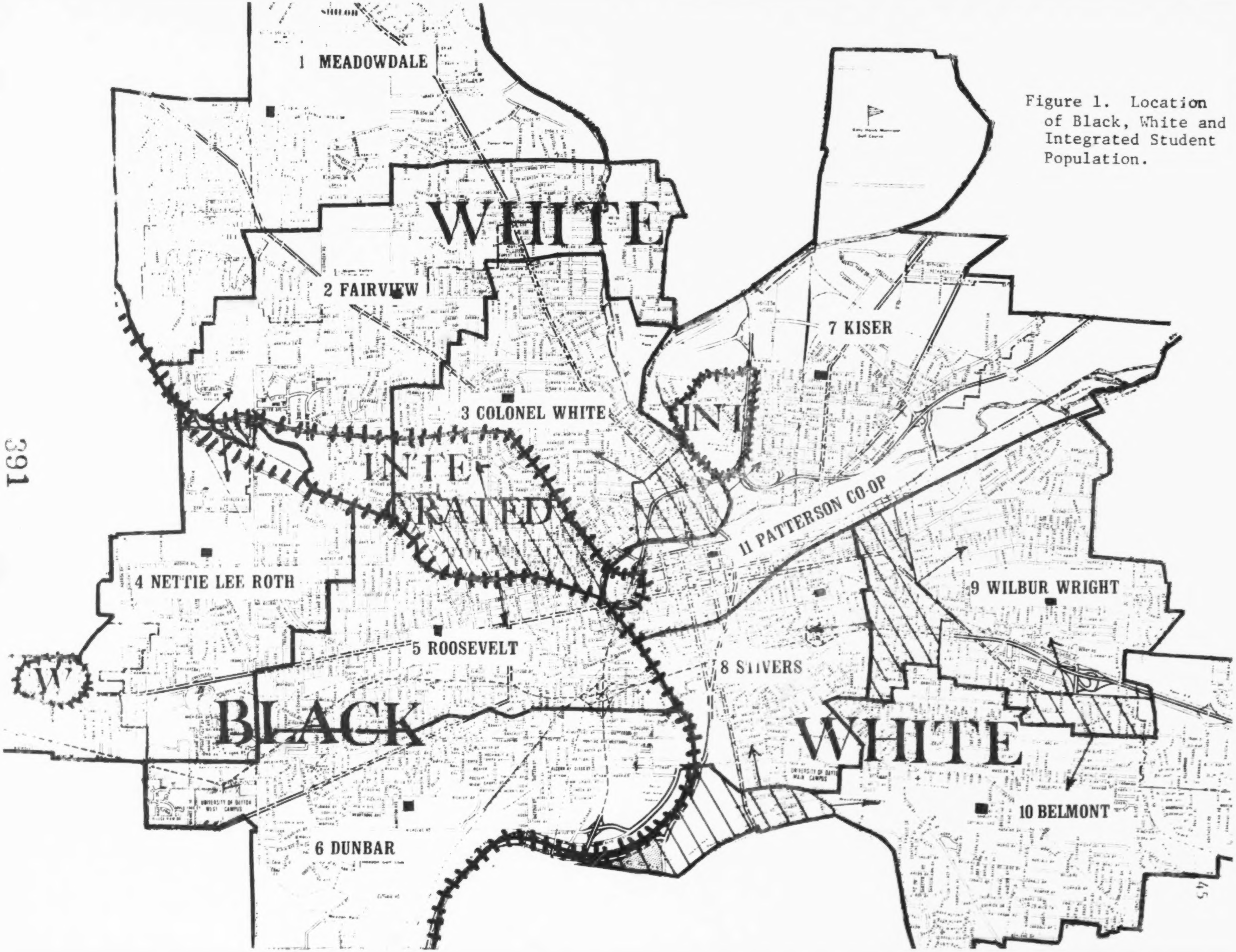
1 MEADOWDALE
WHITE
2 FAIRVIEW
3 COLONEL WHITE
7 KISER
INT
INTE-
GRATED
11 PATTERSON CO-OP
4 NETTIE LEE ROTH
9 WILBUR WRIGHT
5 ROOSEVELT
8 STIVERS
W
BLACK
WHITE
10 BELMONT
6 DUNBAR
45

Figure 1. Location of Black, White and Integrated Student Population.

Curriculum Change

We are all aware of the racial crises in our country, our city, and our schools. These crises have caused many persons to ask, "We made it. Why can't they?" or "Why are they protesting now?" One reason these questions are being asked is the lack of knowledge about the history of the black American.

This history reveals his exclusion from the American dream through practices such as slavery, the Black Codes, popularization of the concept of racial inferiority, and discrimination in employment, housing, and education, as well as earlier protests by whites and blacks, and contributions made despite discrimination.

As Hillel Black noted in The American Schoolbook (1967):

> Among the perversions committed in the name of education, few equal the schoolbook's treatment of the Negro and his history. For more than one hundred and fifty years he was presented to millions of children, both black and white, as sub-human, incapable of achieving culture, happy in servitude, a passive outsider in the development and struggles of the American peoples.

Studies by black educator Edward Johnson (1911), the American Council of Education (1949), Lloyd Marcus (1961), Kenneth Stampp and other historians (1964), Charles Wesley (1965), and James Banks (1970) support this accusation. A review of the adopted texts in Dayton Public Schools will reveal many which, in the words of Stampp's committee, are notable for "the virtual omission of the Negro."

As Dr. James Banks has written in Teaching the Black Experience (1970), studies "indicate that teaching materials and methods do affect children's racial attitudes and self-concepts." Therefore, since September, 1968, to begin eradicating what Malcolm X correctly called "miseducation" that was and is partly responsible for racism, the Dayton Board of Education has taken these steps.

Weekend Retreat

A week-end retreat was held at Camp Miami in September, 1968. Three educators from each school heard Dr. Charles Wesley discuss the textbook treatment of the black American. Displays and discussions formed a part of this retreat. The team from each school aided in the dissemination of information in its own building.

Appointment of a Negro History Resource Teacher

As a result of the retreat, a Negro History Resource Teacher was appointed to:

1. help teachers become knowledgeable about Afro-American culture and history, know available resources and how to use them:

2. assist with faculty in-service programs to help teachers initiate changes in curriculum that could help create a generation of young Americans who will not be so burdened with prejudice as is the present generation;

3. review and prepare materials, disseminate information, etc.

Negro History Resource Team

A Negro History Resource Team was formed to conduct workshops, serve as group leaders for discussions, and help supply resource materials to schools.

Negro History Advisory Council

A Negro History Advisory Council, consisting of representatives of the high school districts, the Directors of Elementary and Secondary Education, the Negro History Resource Teacher and members of the team, met monthly to discuss community involvement and the education of citizens regarding the black history program in our schools.

Black History Television Series

Dr. Dan Toppin's television series on black history was shown during early school hours for teacher viewing, during schools hours for students, and during early evening hours for citizens. Guides were developed for this series.

Black History Resource Materials

In the area of materials, we have

1. supplied basic materials to each school;

2. written and furnished each teacher with the booklet, Resources in Black History; (24)

3. sent each school and each science teacher copies of Legacy for All, and made the booklets available to any interested teacher; (14)

4. furnished all eighth grade students and all teachers a copy of Striving to Overcome. Extra copies were made available to interested teachers; (27)

5. helped arrange a workshop for teachers, following Black Voices' musical-dramatic presentation of Afro-American history for all 8th graders and the members of two high school Black Studies classes. (5) This was the second time this troupe of actors/educators have appeared here. An evaluation of this effective workshop is available: (11)

6. began issuing *Link*, a monthly bulletin that includes significant dates of the month, reports from schools concerning black history materials and methods, and a biography of a noted black person born during that month. Each school receives one copy, and teachers may order classroom sets; (34)

7. prepared and obtained from other school districts materials for various subjects and grade levels. Still being edited and re-typed is a supplement for the textbook, *The Free and the Brave*;

8. many in-service programs deal with materials and methods. Materials received and discussed by teachers at a recent in-service meeting are available.

Dates in Afro-American History

Teachers often comment on the need for advance reminders of significant dates in black history. It has been suggested that a booklet of significant dates (not a calendar) be prepared and distributed as was the booklet, *Resources in Black History*.

Evaluation and Recommendations

Many good materials are available, but the attitudes and perceptions of the classroom teacher are the most important factors in this or any other area of the curriculum. Thus, we have many educators utilizing these and other materials in effective programs. But there are also classrooms in which the materials are not being used. Negro History Resource Teachers have attempted to help teachers develop positive attutides through accurate perception of the black man's role in history. However, a recent reduction in staff led to the loss of one of the resource teachers, a man skilled in urban education as well as African history, a loss that has curtailed part of the Negro history program. Teachers must be helped according to James Banks in *Teaching the Black Experience*, (Fearon 1970) to "expose all children to the contributions that the Negro has made and to the problems he still faces," and thus, hopefully, "mitigate racial tension, invoke a deserved respect for the black American and create democratic racial attitudes."

Differences in Performance of Racial Groups on Diagnostic Tests of Reading and Arithmetic

In 1969-70, achievement performances in basic reading and arithmetic skills of racial groups in two 7th grades, one 5th grade, and one 8th grade were measured by the *Ohio Diagnostic Reading Test* and *Ohio Diagnostic Arithmetic Test* administered as pre-tests and post-tests.

The research was conducted because of concern for building upon strengths and overcoming deficiencies of individuals at the classroom level.

Description of the Study

Because of overcrowding in predominantly black schools, some black pupils were bussed to other schools where integration of pupils occurred on a classroom level. Sixteen to 40 percent of the class were black students.

The study was designed to answer two questions:

1. Are there differences in reading achievement between black and white students at the same school?

2. Are there differences in arithmetic achievement between black and white students at the same school?

A third question which seemed important to explore in depth as the study progressed was:

3. Does the degree of mastery of number facts affect performance in other arithmetic skills?

Findings and Summary

On some of the sub-tests in both reading skills and arithmetic skills in some of the schools, no significant differences were noted in the scores of the different groups of students while on other sub-tests, differences were noted. On most of the sub-tests in both reading and arithmetic skills, significant gains were made during the year by almost all students tested.

In many cases the differences between pre-test and post-test scores were the same for the different groups of students. In arithmetic all children who scored high on the Mastery of Number Facts Sub-Test also scored high in total arithmetic achievement. Race was not a factor.

Details of the research project and the data obtained can be obtained from The Division of Research, Department of Planning and Development.

Inservice Programs

Professional staff members, like society as a whole, are products of their own backgrounds and experiences. In a change situation, whether technological or social, added resources are needed to help them help themselves make orientations.

To provide assistance to the staff, several workshop experiences have been planned and implemented since June, 1969. A brief description of each follows.

Task Force on Quality Integrated Education

In June and July of 1969, a three week workshop of 60 Dayton school teachers and administrators was held. The first two weeks were spent in developing an awareness of conditions in our society which necessitated the re-examination of motives, attitudes, values, beliefs, and life styles.

Speakers, whose experience ranged from research to deep and sincere personal commitment and involvement, inspired participants to work as individuals, as a task force team, and as faculty and administrators for quality integrated education.

Simulation training recreated and involved participants in experiences relevant to inner city schools.

Frank communication and dialogue, sometimes forced, removed barriers, and participants were seeing each other as individuals cooperating to achieve a goal.

Two weeks of interaction as a group prepared participants for the specific task of compiling a booklet which includes suggestions for faculty inservice. (19) This was done the third week of the session.

Follow-Up in Schools

The established task force has been useful in many ways. Members have been supportive of new teachers to their schools, have provided supportive services to administrators when requested, and have been of invaluable assistance as supportive teams in various situations of tension and crisis in given schools.

Administrative Workshop

On August 19 and 20, 1969 as a part of the project on Equal Educational Opportunity, principals, assistant principals, central office administrators, and teacher representatives from each building participated in a two-day workshop. This workshop was planned by the 60 member task force organized in July and August. Its purpose was to assist administration and teacher representatives from each school in conducting teacher workshops in each individual school on September 2 and 3.

Teacher Inservice for Individual Schools

The third component of the Equal Educational Opportunity In-Service Project was an in-service training workshop for all schools. Its purpose was to identify areas of common need for each school and to develop behavioral goals to meet these needs.

On January 23, 1970, inservice meetings were held in each school to determine progress toward meeting stated behavioral goals.

In June, 1970, inservice meetings were held in each school to evaluate effectiveness in meeting the stated behavioral goals.

Staff Morale Mini-Course

On May 26, 1970, a mini-course on racial harmony as related to staff morale was conducted by Equal Educational Opportunity and the In-Service Department.

The film, Black-White--Up-Tight was shown and discussed for its social implications. (28) Some of the other concerns (identified by a pre-meeting survey) discussed were:

1. The unwillingness on the part of some faculty members to accept integration and to work toward making the transition smoother and more effective.

2. How to tell when people are really honest concerning race.

3. Working with or understanding the individual.

4. What can be done about the teacher, either black or white, who believes in separatism?

5. Teachers' lounges and work areas are established in the building to assist teachers in working together. Sometimes minority groups tend to separate themselves from others and this doesn't lead to total integration.

6. Role of Administration and staff to welcome and assist minority, new staff members.

7. How do you go about changing the attitudes of older people?

The evaluation of the experience by 35 participants was positive. A consensus was a need for a broadened similar experience.

Introduction to Bi-Cultural Education

From June 22 to July 24, 1970, in cooperation with University of Dayton, a Bi-Cultural Workshop was held for 21 teachers (three graduate credit hours offered).

The course content was as follows:

1. Black Culture. The historical backgrounds, the literature, art, music, folklore, social and economic structures of black Americans. Also problems and viewpoints.

2. Industrial Culture. The process of transition from inherited agrarian culture to the industrial culture. The gap between cultures and between generations. Comparison of the mental processes utilized by an industrial culture versus the agrarian culture.

3. Methodology. The methods employed in teaching children about their cultural background as well as developing acceptance and appreciation for the values of black culture.

4. Group Processes. Use of group dynamics to reinforce and internalize acceptance of each other. Emphasis was directed

to increasing sensitivity in pupil-teacher interaction. Reference was made to interaction analysis and micro teaching.

Black-White Encounter

On July 1st and 2nd, 1970, a Black-White Encounter was held. It was directed by Professor Charles King, Hamma School of Theology, Wittenberg University, Springfield, Ohio. This was a sample encounter experienced by members of the administrative staff. The superintendent and 18 selected administrators were involved.

The format of this encounter was structured to assist participants in an in-depth exploration of individual and institutional racism as it affects feeling, values, and performance.

Cultural-Racial Differences Workshop

As a part of the Professional Staff Development for Dayton City Schools, 1970-71, a Cultural-Racial Differences Workshop was offered.

On the weekends of October 17, 24, 31, November 7, and November 14 (final session), The Office of E.E.O. in cooperation with the D.C.T.A. held this workshop at Bergamo Center. This was an in-depth study of cultural and racial differences and their effects in the classroom. Various techniques and procedures were used to facilitate greater cultural and racial understanding.

Miss Lillian Anthony (Afro-American Studies Dept., University of Minnesota) and Mr. Frederick Boeder (Lake Forest College, Sociology Department) served as consultants for this workshop.

Approximately 20 participants attended each session and approximately 60 for final session, each receiving a stipend.

The general evaluation for each experience was excellent. Participants felt a strong need to involve every teacher and administrator in the Dayton system in some similar experience.

Emerging problems on the school scenes indicate an increasing need to provide educators who are competent (i.e., sensitive, productive, and decisive), educators who demonstrate their belief in the real worth of each child, who respect children of different socio-economic backgrounds, and who know and respect the values and customs of these backgrounds. Hopefully, by providing continued inservice and workshops, we can sustain teachers who seek to maintain these standards.

A Report of the Equal Educational Opportunity Citizens Advisory Committee

The Equal Educational Opportunity Citizen's Advisory Committee met in the years 1969 and 1970 for the dual purpose of reacting to suggestions and proposals and of offering suggestions, ideas, and feedback from individual committee members to The Office of Equal Educational Opportunity of the Dayton Schools. After studying what other school systems were doing to handle problems of equal educational opportunity for all, the committee then turned attention to Dayton to consider what might be accomplished there.

It was not the charge of this group to rubber stamp suggested proposals. Nor was it their desire to express merely their own personal feelings. People were chosen for committee membership from the many areas of Dayton with the intention that they would express the various views held by residents of their locale. In the opinion of the chairman this was done very adequately.

Courses of Action

All proposed courses of action were thoroughly discussed. Many of the ideas which most certainly would have resulted in overcoming racial and cultural isolation would have also resulted in numerous social problems. Through the strong recommendation of the committee, these ideas were dropped from discussion at this point because of possible community reaction.

It was obvious that the housing patterns of the city of Dayton made cultural and racial mix within the Dayton School System extremely difficult to achieve. It then became the committee's charge to consider ways to overcome the cultural and racial barriers that would provide for education satisfactory in this multi-ethnic society of which we are a part.

Committee Proposals

Among the many proposals that were discussed were five especially worthy of mention.

Open enrollment. The concept of open enrollment was discussed and felt to be generally acceptable by the community.

Magnet schools. Because of the tremendous success of Patterson Cooperative High School in drawing students from all over the city, the concept of magnet schools was discussed and felt to be acceptable. In such a situation each high school would have its general and academic courses of study plus courses of study in a special occupation or interest area. The offering of these special subjects would be unique to that particular high school.

Specialized schools. Once again because of the success of Patterson Cooperative High School, it was invisioned that in the years to come another central city specialized school might possibly be built. It could be vocational or academic in its nature.

Attrition. It was agreed that through natural attrition a better racial balance could and should be achieved within the elementary and secondary schools in Dayton.

Community Center. The establishment of Schools-As-A-Community Center was thought to be a good idea and would not be limited by school boundaries but each school involved in such a program would be open afternoons and evenings to anyone from the total community.

Fair Housing Learning Units

An interested community group is studying the development of Fair Housing Learning Units for possible use in schools. These units would give children opportunity to acquire the knowledge and attitudes necessary to achieving local fair housing. The truly good community is described by the American Friends Service Committee in Homes and Community:

> It is a place where healthy family life is built--with neat houses and yards. It has playgrounds and good schools, it has clubs and civic groups where you can share the fun and work of democratic society. It has places of worship where you can find spiritual resources.
>
> A good neighborhood is physical things - houses, schools, streets. But it is much more. It is spiritual - friendships, social and religious life.
>
> Its biggest asset is its people. They enrich the neighborhood by their diversity - the range of interests, talent, backgrounds, and points of view they bring to it.
>
> Diversified neighborhoods have 'built-in' lessons in democracy - lessons in the dignity of the individual and respect for his contributions to society. Such communities build citizens more secure in their knowledge of democracy and better able to share its responsibilities.

The Learning Unit Committee

The committee has been composed at various times of people from the schools, the Dayton community, and the suburbs. The committee process has included research, the use of resource people, and the sharing of pertinent personal experiences.

Prior to actual unit preparation, the committee studied attitudes concerned with identity, institutionalized racism, stereotypes, myths and customs. Committee members have reviewed the Thirteenth and Fourteenth Amendments, the Fair Housing Law of 1849, the Supreme Court Decision of 1886, the Housing Bill of 1949 and the Fair Housing Law of 1968. The committee is also concerned with teaching materials and methods.

Committee Results

The [illegible] committee is resulting in Four Learning Units, in various [illegible], which are sequential and based on principles of [illegible] and development.

Attitudes and Fair Housing - For Third Year Primary. Present housing patterns perpetuate attitudes that perpetuate de facto segregation. The primary years developmentally are the time to examine how attitudes evolve and the affect of attitudes on housing patterns.

Slavery and Fair Housing - For Intermediate Years. Present housing inequalities began with slavery. A historical perspective of housing from slavery to the present is necessary to the understanding of the current problem.

The Individual and His Contribution to Fair Housing - For Junior High Years. Adolescents often feel frustrated as to how they as individuals can contribute towards change of the inequalities in society. A study of constructive means of registering concerns relates well to current efforts in fair housing.

The Law and Fair Housing - For Senior High Years. A series of laws and Supreme Court decisions since 1849 support fair housing practices. The understanding of these is necessary if a true mandate is to be implemented by the people.

National Committee against Discrimination in Housing, Inc.

Interest in these units has recently been exhibited by William T. Rogers, Field Representative for the National Committee against Discrimination in Housing, Inc. The committee funded by the Ford Foundation functions as a resource to those communities seeking nondiscriminatory housing practices, as a national monitor of fair housing efforts, and as a liaison between communities and agencies, both federal and others, whose concern is promoting open housing.

The NCAD has offered their resources and other services in the further development and the promotion of Dayton Fair Housing Units.

School-Community Human Relations and Communications
A Projection

The need for better communication and understanding between community and school is obvious and evidenced by a polarized community, the failure of four school levies in the past eleven months, and distinct apathy toward school matters in many areas of our city. Increased understanding must be established if schools are to serve optimally the community in the current quest for quality in education and the accompanying relevance of curriculum, integration of staff and student body, and financial support necessary to implement goals.

These concepts are evident:

1. that true school-community understanding must be established in depth in each individual school-community if understanding is to spiral outward to encompass the total school district.

2. that the cooperation and role appreciation that comes from intra- and inter- school relationships does not simply evolve but must be developed. These relationships have great impact on community human relations and communications.

3. that there are greater opportunities for understanding in public relations than the schools have realized in the past.

4. that each element above is of importance in itself but that optimum school-community understanding necessitates a meaningful meld of the three.

Individual School-Community Relations

The problems that the Dayton Schools presently are faced with have their origins in many individual school-communities where the trust level between community and school (and school system) is low. Many concerns of each of these school-communities are understandably provincial. However, left unattended, as they have been in the past, school-community identification, awareness and pride are prevented. The situation can be alleviated if it is dealt with responsibly and responsively in each school-community. School-communities can then be guided to cycle their concerns outward so that an awareness of a group of schools is established. Then sensitivity to district problems can be established.

Many objectives and rationales are common to each school-community.

An understanding of areas of community. What are the concepts that are common to my neighbors and me? What concepts are common to us in the neighborhood and in the city as a whole?

An understanding of values. What are the values of others? What are mine? Which are similar? Which are different and what effect do these differences have?

An understanding of needs. All of us have needs we feel must be fulfilled. It is through an understanding of the needs of others, how they are determined, and how they effect others that sincere and constructive interaction takes place.

An understanding of goals. What are our aspirations and goals and what are those which we have set for our children? Are there conflicts between adult and student goals? What are the goals of others in the city? How are goals determined by the various groups or persons within the community? What effect do they have on each other?

An understanding of the uniqueness of others. To promote understanding it is necessary to capitalize on the positive aspects of individual and group differences and to recognize areas of strength that various individuals and groups possess and the contributions that can be expected from each if he is given the opportunity.

An understanding of the social responsibility of all people. It is necessary to develop an understanding of the responsibility that persons have to their fellow men.

The School-Community Process

The school-community process includes workshops and related group activities implemented for the purpose of developing objectives, establishing rapport, and helping school-communities define quality in education. It includes organization.

Organization requires a system of block communications for community contacts, initiation of neighborhood meetings, distribution of written school-community materials, telephone communications networks, rumor control, and as a feed-in to advisory organizations. It requires a data bank of available community talent for use by school and community groups. A program of volunteer help is essential for use in the area schools and a home visitation program is needed to resolve home-school-community problems and to foster home-school-community understanding. A system is required for staying in constant contact with organizations of the community and a meaningful and constructive advisory board is essential. Organization requires Schools-As-A-Community Centers.

Total Public Relations

The citizen's degree of understanding depends largely on the school's skill in providing simplified statements (true communication) of complex issues and procedures. This implies a consideration of many means of getting messages across because people derive understandings in different ways. Traditionally many people tend to develop public relations through media such as newspapers, radio, television. A truly effective program must also include person-to-person contact. Most probably the rules for effective public relations for urban school systems are yet to be written.

Effective public relation systems. Before an individual school can project itself or truly communicate it must have an identity. A public relations program should help to establish such an identity. Many school public relations programs tend to be defensive, i.e., some of the best local news coverage is in the areas of budget, school board division, etc. More important are educational issues that give a broader and more meaningful image of public education today. It is the responsibility of a school Public Relations Section to educate the community and prepare the community for new programs and policies. For example, if a school system identified a new social studies program as a need, a whole plan should be developed to inform and educate the community to the concept.

School-community public relations. Individual school-communities must effect rapport with individual members of the community, with business and industry as major stockholders in schools, and indeed with the news media itself.

Inter- and Intra-School Relations (Staff Development)

Increased effort is essential if optimum understanding within the school system is to be realized. In addition, this commonality must be established if understanding between the system and the community is to eventualize. These understandings are of prime importance to the desegregation of staff. The schools basically must be concerned with intra-school relations, intra-central office relations, inter-school relations and inter-school and central office relations.

Attitude Change

Much is said today about the acceleration of change in society and the slowness of our adoptive process to change. A.H. Maslow has said "the person who learns to accept change and look forward to it has the only security available to society." The changing role of school psychologists in response to needs expressed by teachers reflects the growing concern about the need to change attitudes and behaviors of teachers, students, and parents.

Types of Referrals

These referrals center around difficulties among students, behavior management in the classroom, interaction analysis (analysis of teacher behavior and role), and need for attitude and behavior change.

Behavior Management Workshops

In April, 1970, Dayton Classroom Teachers Association asked the psychological staff to plan a workshop on behavior management in the classroom. The workshop was planned for 100 teachers. Six hundred seventy-five elementary teachers applied. This shows concern of teachers as this number of teachers is one-third of the elementary school staff. In August, 1970, the psychological staff volunteered to organize another three day workshop. Eighty-five teachers were willing to attend the workshop three days without pay.

Teachers have requested workshops on confrontation techniques, behavior management and interaction analysis for in-service programs in January and February. These topics all center on teacher behavior and techniques in the classroom.

Attitude Research

Educators have done really very little research on development and change of attitudes. Most of the research has not been too encouraging. However, Robert Rosenthal and Lenore Jacobson in Pygmalian in the Classroom (1968) certainly emphasize the importance of both teacher and student attitude in the educational process. The question is no longer "do attitudes need to be changed?" but "how can we facilitate attitude change?" The psychological staff has several task forces working on in-service training packages. One concerns attitude and behavior change.

There is very little information on teacher attitudes toward racially integrated situations. The information that is available suggests that teacher attitudes toward working with other teachers or students who are racially different from themselves are most likely to improve as the result of experience with these other teachers or students.

Attitude Models

The psychological staff is planning two or three models that might provide attitudinal experiences. Attention then would be to selection and placement of teachers in integrated situations, rather than attempts to change teacher attitudes prior to such integration. The process for attitude change will be a local research problem and teachers will participate in the process.

Planning for Dayton Public Schools

In attempting to resolve ongoing problems of the Dayton Schools, attention has been given to the impact of boundaries and facilities on racial expansion. While it was not part of desegregation planning, the facilities survey study authorized by the Board did crystallize the need to call attention to this problem within the Dayton Schools.

Facilities Survey

It is of significant note that the Survey Team of Ohio State University Educational Administration and Facilities Unit, College of Education, which recently concluded a study of the Dayton Public Schools, in its preliminary summary of recommendations document, expressed concern with the problem of providing equality of educational opportunities for all children. The survey staff, working from the basis of the Board of Education 1967 Statement of Commitment, recommended "that the Dayton Board of Education continue its efforts to create an increasing number of educational options for the citizens of Dayton."

The survey team further defined the role of the Board of Education and staff in planning and preparing for implementation of the various options available for improving and equalizing the quality of education for all children.

> The Survey Staff strongly supports the basic philosophy of integrated education for all students. The belief that quality education is of highest priority and that it includes those experiences needed by present day students to insure successful participation in a peaceful and productive society is recognized. Such education can only be attained if there is meaningful contact between youngsters who are dissimilar by race and socio-economic standards. Separating children only serves to perpetuate old myths and stereotypes and reinforces hatred, mistrust, and fear.
>
> In view of the disruptions and upheavels [sic] that have impeded efforts toward equal opportunity to Dayton and many

> other cities, the Survey Staff suggests a recognition of the difference between desegregation and integration. Desegregation implies the mixing of students of different backgrounds with little or no effort directed toward the development of programs, attitudes, and understandings appropriate to the new situation. The Survey Staff defines integration as the gathering of students with dissimilar backgrounds to effect a better program of education than is presently possible.

The survey group enumerated a variety of options available for significantly reducing racial isolation existing within the district including, but not limited to, special centers for particular programs, shared time programs, open enrollment opportunities, special laboratory schools, pairing of schools, etc.

School organization. As the district looks toward providing equality of educational opportunity the programming necessary for such change will cause reorganization of the school pattern and will necessitate different uses of facilities and certain site expansion. As an example, recommendations are made for the institution of a magnet school in each administrative unit and development of "the capacity to design, test and evaluate emerging educational concepts. The presentation of the magnet concept is unlimited and could provide greater implication for future educational program[s]."

Certain schools, because of population mobility, will become impacted, thus reducing program effectiveness, while others will be ideally suited for implementation of improved curricular designs. The survey staff made a number of recommendations regarding facility utilization, one of which was the request that serious consideration be given to the reorganization, over a period of the next few years, of the vertical structure of the school system from the present K-8-4 to a K-5-3-4 pattern.

Site location. Additional recommendations urged the Board to initiate an orderly systematic procedure for identifying and procuring new school sites and for the addition of badly needed land to existing sites; authorize the planning of expanded vocational education facilities throughout the entire district; proceed with the planning needed for rehabilitation and renovation of existing facilities; approve the rehabilitation of certain schools to serve as intermediate (6-8) schools; and allocate a portion of its resources to the construction of modular (systems) buildings to resolve particular conditions of overcrowding as they occur in sections of the city.

Although the facility survey study provides the basis upon which continued planning can proceed, the concerns of the schools are also related to those of the community and its needs, specifically in adequate housing for its citizens.

Housing Policy

The administrative policy of this district has been to support the concept of scattered site developments for low and moderate income housing in the city and suburban areas, as well as supporting the goals and policies of the Dayton City Plan Board as recently adopted.

While the assignment of pupils assures the best education for all pupils in accordance with the space available, no promises can be made as to assignments in any attendance area as organizational structure and programming changes can very well occur.

Attendance Assignments

Recent attendance reassignments of students from two Dayton elementary schools because of fire and overcrowded conditions presented an excellent opportunity for the district to place students in schools having space available. This action tended to reduce racial isolation. Those students from Edison Elementary School in the fifth, sixth, seventh, and eighth grades have the opportunity to attend Belle Haven, Emerson, Gettysburg, Hickorydale, Huffman, Meadowdale Elementary, and Ruskin Schools. Those youngsters from Jefferson Elementary School, which has been and still is quite impacted, journeyed initially as seventh and eighth graders to Fairport, Fort McKinley, Loos, Horace Mann, Shiloh, Shoup Mill, and Valerie Schools. The current arrangement now followed for Jefferson youngsters is based upon the "family plan" whereby a section of the community that represents children grades three through eight attend the same school as brothers and sisters, rather than separating families.

It is unfortunate that either fire or overcrowding occurs in a school district; however, the opportunity to allow youngsters to come to know one another has been a valuable educational experience for the youngsters involved, notwithstanding certain problems which would be expected to exist in such change for both faculty and student body.

To expand and utilize the Stivers High School facility to a greater extent and thereby provide a wider scope of curricular opportunities, the Stivers High School district was expanded, thereby creating a more heterogeneous grouping of its student population. The expansion of the district initially created situations and circumstances that caused concern for the school community, the administration, faculty, and student body, but with constant attention and positive direction toward problem solution, meaningful and lasting human relationship and understanding are evolving.

PARAMETERS AND THE FUTURE

Charles Glatt
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The purpose of this report is to recommend changes in the Dayton School District's organization that are designed to improve the quality of educational experiences and to equalize and to extend opportunities for those experiences. In order to assess the report effectively, some background is vital and pertinent.

Background

The Supreme Court Decision of 1954 (Brown *vs.* Board of Education) held that separate schools for Negro and white children are inherently unequal. According to the Coleman Report, American public education, when measured by that yardstick, still remains largely unequal in most regions of the nation, including all those where Negroes form a significant proportion of the population. The great majority of American children attend schools that are largely segregated--that is, where almost all of their fellow students are of the same racial background. Among minority groups, Negroes are by far the most segregated; among all groups, however, white children are most segregated.

Racial isolation in the City of Dayton is reflected by the data in Table 6 on page 43.

Much of our social dilemma and general national unrest can be traced to racial isolation which renders large segments of our population unable to exist in harmony in community life. Since the 1954 Supreme Court Decision, efforts have been made in all areas to correct this situation. Many of these efforts have been in the field of education. The Dayton School Board has been no exception.

Dayton's Statement of Intent

In August 1967, the Dayton School Board included in its Statement of Intent that "every reasonable and constructive measure that can be effected will be taken for the ultimate elimination of racial imbalance in our schools." It resolved further that:

1. The Board of Education will seek to achieve a more nearly balanced racial composition within the areas served by its schools.

2. Selection, recruitment, assignment, or appointment of teachers/ administrators will be on merit only.

3. Curriculum material (textbooks, films, teaching aids) shall be used which emphasize the creative and positive contributions made by the various ethnic groups which make up the American People.

4. The Board shall encourage teacher, administrators, and schools to promote dialogue and creative engagement among the varied ethnic and cultural facets of our system.

5. This Board shall actively engage with all governmental, social, and community agencies which aim at implementing the policies stated above.

Progress Following Statement of Intent

In August, 1968, the Superintendent reported some of the steps that have been taken in this direction as a result of the 1967 Board Statement of Intent.

1. Open enrollment in all summer high school centers was inaugurated in 1968. This was an extension of the open enrollment policy in elementary summer school and other summer programs.

2. Nine receiving schools were more racially balanced with children from Edison and Jefferson schools where fire and enrollment growth had necessitated transportation to other classrooms.

3. In September, 1969, Freedom of Enrollment policy for all school students was initiated. One important qualification was that such a transfer would improve racial balance.

4. During the school year 1968-69, A Citizens Advisory Council was involved in area meetings, discussions, and planning sessions. The recommendations took the form of Fifty-Four Goals. Goal #4 states: "Improve racial balance in all schools." (23, 12)

5. In August, 1969, the Board of Education adopted a plan by which it would achieve desegregation of faculties and administrative staff. The statement of this plan is as follows:

    a. It is the intention of this Board that each school staff throughout the District will have a racial composition that reflects the total staff of the district as a whole. This goal will be approached in 1969 and 1970 through the process of voluntary transfer and new teacher assignments.

b. The Board will submit the following statistical data to the Title VI Office for Civil Rights by September 12, 1969: The number and percentage of minority and non-minority professional staff members by building and the total figures for the district as a whole.

c. The data presented in Step 2 will be up-dated and submitted to the Title VI Office by September 11, 1970, with the intent of showing that the Dayton City School District will have sucessfully achieved its goal through voluntary transfer of its staff.

d. If however, the cooperative efforts of the Dayton Board of Education and the total staff were not enough to achieve the goal stated in Step 1, other methods will be developed to achieve that goal by September, 1971.

Evidence of Need

Representatives of the Office of Civil Rights conducted a Compliance Review of the Dayton Public Schools during November, 1968. As a result of this review, a concern was expressed about evidence of racial segregation among the pupils in the Dayton Public School System. This concern was voiced in the following paragraph:

> The existence in your district of a substantial duality in terms of race or color with respect to distribution of pupils in the various schools, is a matter of concern to us. The fact appears to be that of a total of 5,627 Negro high school pupils, approximately 85 per cent are concentrated in 3 high schools in which the percentage of Negro attendance ranges from 92.3 per cent to 100 per cent. Similarly, 15,479 (approximately 85 per cent)Negro elementary pupils attend 20 out of the 53 elementary schools in your district. It is noteworthy that in 17 of these 20 schools, Negroes constitute 90-100 per cent of the total enrollment.

Further evidence of need is the effect of racial isolation on attitudes and behavior as reflected in racial tensions at several high schools. Teachers experienced difficulty in working with culturally and racially different pupils.

Factors Influencing Integration Plans

Plans designed to eliminate racial isolation in the Dayton School District must take into account the following factors:

1. With few, if any, exceptions, present school buildings are structurally sound and usable.

2. A practically impenetrable, residentially segregated living pattern of blacks and whites exists in the school district.

3. Practically 81.8 per cent of all black first graders reside in the area bounded by Wolf Creek on the north and Miami River on the east. The residential districts north, northeast, and due east of this area are almost 100 per cent white, with the exception of the changing Dayton View neighborhood immediately north of Wolf Creek.
4. Attitudes of polarization and separatism are growing in some black and white segments of the city.
5. Recent school elections indicate an extremely conservative community attitude in some sections of the city.

Criteria for Educational Development

For practical reasons, this report assumes that future educational developments in Dayton should be based on the following criteria:

1. For budgetary reasons, a feasible developmental plan should require a minimum school plant conversion.
2. For the same reason, transportation time and costs should be minimized.
3. School developmental plans should provide for full opportunities for leadership and extra-curricular experiences.
4. School plans to eliminate racial isolation should also incorporate components which can take advantage of public transportation patterns.
5. School plans to eliminate racial isolation should provide workable parameters within which to operate. These parameters should reflect the assumption that an appreciable proportion of minority children are involved.

Basic Assumptions

This document is predicated on the following basic assumptions:

1. that many of a child's most important lessons are learned very early in life, especially those affective learnings that shape values, attitudes, appreciations, interests, and aspirations;
2. that students in the Dayton public schools are living and learning in a community that currently is characterized by social and geographical insulation and isolation. This results in a form of cultural conditioning that impedes and restricts interracial understanding, appreciations, and cooperation;
3. that schools, as suggested by the United States Supreme Court, cannot be separate and at the same time be equal. More importantly, children isolated racially in schools cannot learn the most essential lessons needed for effective participation in a democratic society;

4. that as occupational opportunities are expanded for persons who previously have been economically restricted, the national goal of open housing will be accomplished. (Unless that happens, both white and black neighborhoods are apt to become "enbalmed ghettoes");

5. that the occupational, political, social, and higher educational world to which Dayton's young people will graduate will be one in which interracial experiences are commonplace and ordinary;

6. that the problems inherent in racial isolation cannot be solved unless an appreciable proportion of minority children are involved, whether they be black in previously all white schools, or white in previously all black schools;

7. that in order for any intermediate steps to be successful, commitment to the final goal of ending racial isolation is essential; and

8. that if the schools's task of preparing young people appropriately and adequately for adulthood is to be achieved in Dayton, racial isolation in the public schools must be eliminated.

Quality of Education

Many citizens in Dayton, as elsewhere, regularly express concern for the quality of education being provided for children. The manner in which that concern has sometimes been expressed prompted President Richard Nixon to state on March 3, 1970:

> I am well aware that 'quality education' is already being interpreted as 'code words' for a delay of desegregation. The President then added in his Education Reform Message: We must never let that meaning take hold. Quality is what education is all about; desegregation is vital to that quality; as we improve the quality of education for all American children, we will help them improve the quality of their own lives in the next generation.

This statement of Mr Nixon's on the relationship between desegregation and educational quality is essentially the same as that expressed by former President Lyndon Johnson on November 17, 1965 and recorded in Racial Isolation in the Public Schools:

> Although we have made substantial progress in ending formal segregation of schools, racial isolation in the schools persists--both in the North and the South--because of housing patterns, school districting, economic stratification and population movements. It has become apparent that such problems are more subtle and complex than those presented by segregation imposes by law.

The Senate of the United States has officially gone on record as favoring enforcement nationally of the laws and the court decisions that relate to desegregation of schools--regardless of the reasons why they originally were segregated.

Dayton's Letter to the President

The Dayton Board of Education, in a letter to the President of the United States supports this stand:

> The Board of Education, in meeting February 5, adopted a statement urging that you give consideration to the formation of a task force for the desegregation of Northern schools concurrent with your announced plans to assist in implementation of school desegregation in the South.

Court Rulings

The Supreme Court and the lower courts have ruled clearly and frequently on the constitutionality of those efforts that have been made to thwart school desegregation. In 1968, Mr. Justice Brennan, speaking for a unanimous Court in the Green vs. County School Board of New Kent County (391 U. S. 430) case before the United States Supreme Court, stated:

> The time for mere 'deliberate speed' has run out...the burden on a school today is to come forward with a plan that promises realistically to work now...
>
> The Board must be required to formulate a new plan...which promises realistically to convert promptly to a system without a 'white' school and a 'Negro' school, but just schools.

Mr. Justice Black in 1969 commented that such cases

> are the foundation for my belief that there is no longer the slightest excuse, reason, or justification for further postponement of the time when every public school system in the United States will be a unitary one...

Proposals for Dayton Public Schools

This report that has been developed for presentation to the Board of Education is not designed to achieve exact racial balance in each school. It is designed: (1) to improve the quality of educational experiences as the opportunities for educational experiences are equalized and extended; (2) to eliminate racial isolation; (3) to involve all facets of the total educational enterprise in pursuit of a common goal; (4) to provide opportunity for involvement in the decision-making process to those persons most directly affected by the changes that result; and (5) to provide for future planning and development that will minimize the possibilities of racial isolation redeveloping.

The proposals presented here can be described briefly in terms of (1) components, (2) stages of implementation, and (3) methods.

Components. Improvement of educational quality and elimination of racial isolation in schools are a series of interrelated processes that involve all aspects of the educational enterprise. Deliberate planning in many areas is essential to success. The major components included here are:

1. Community Involvement
2. Students
   a. Elementary
   b. Secondary
3. Teaching Faculties
   a. Elementary
   b. Secondary
4. School Staffs
5. Central Office Staff
6. Curriculum and In-Service Development
7. Building Facilities

Stages of implementation. If simple mixing of physical bodies as a means of satisfying social and political pressures had been the intent of the Dayton School Board, development of a plan for achieving that goal would have been a simple task to be accomplished in one fell swoop. However, improving the quality of education, eliminating racial isolation, unifying efforts in pursuit of a common goal, involving persons affected by changes in decision-making, and minimizing possibilities for isolation to redevelop are not easy tasks nor can their achievement be a one-step process. Planning for these goals can best begin by comparing past and current conditions with those feasible developments that must characterize the future. Several stages of description and implementation must therefore be involved.

Methods. The means whereby the goals subscribed to in this document can be achieved will be limited only by vision, imagination, commitment to quality in education and concern for children. No one method could begin to accomplish these goals, and any one method independent of others would at best be tokenism.

This document proposes that a wide variety of citizens, teachers, learners, and facilitators of learning be invited to discuss and to recommend methods to supplement those suggested herein.

The Future: Part I

Quality education often has been interpreted as a learner sitting at the feet of a master teacher and receiving knowledge and wisdom from that master teacher. A more realistic view of quality education, one supported by a century of experimentation, research, and study, indicates that youngsters learn through transaction with all components of the educational environment. The Dayton Public Schools have to some extent been committed to this latter view.

Some of these environmental components might be illustrated by the diagram in Figure 2.

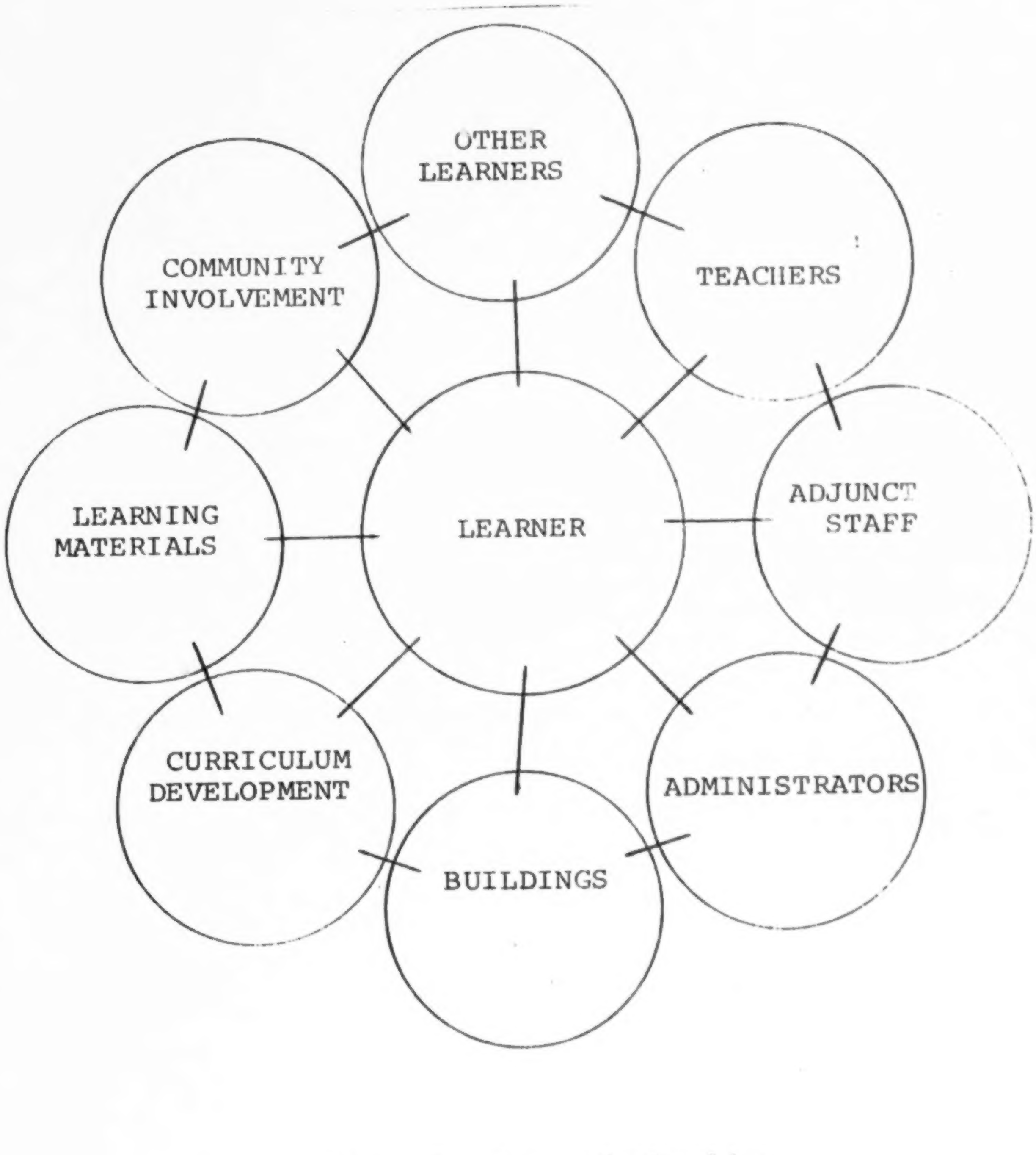
OTHER LEARNERS
COMMUNITY INVOLVEMENT
TEACHERS
LEARNING MATERIALS
LEARNER
ADJUNCT STAFF
CURRICULUM DEVELOPMENT
ADMINISTRATORS
BUILDINGS

Figure 2. Interrelationships of Environmental Components and The Learner.

A plan for Dayton's schools compatible with the preceding sections of this document ought also to be based on these premises:

1. that each child should have access to the best teachers available;
2. that many of the most important lessons essential for participation in a democratic society are those that youngsters learn through transaction with other students;
3. that physical facilities exert notable influence on learning;
4. that accessibility to unbiased learning materials is essential to improvement in quality of educational experience;
5. that curricular development must be a continuing process influenced by national goals, community needs, individual aspirations, and sound learning theory;
6. that when the community and the schools harmonize their efforts, the potential for improvement of educational quality is best enhanced; and
7. that maximum learning achievements can be expanded for all children as efforts are made to provide better education for previously disadvantaged children.

Community Involvement

This document recommends for future educational planning that the people who comprise the Dayton community be involved more than they have been previously in the activities of the schools. Current efforts can be expanded and innovative practice can be implemented.

The following recommendations are made specifically for immediate implementation if a plan such as this one is adopted as policy by the Board of Education:

1. A community advisory committee be established to be composed of either the presidents or persons appointed by the presidents of the principal civic, business, religious, civil rights, communications, labor, and women's organizations.

   The community advisory committee would be asked specifically to perform the following tasks:

   > to establish dialogue with the citizens they serve in the community as a means of eliciting suggested methods for implementing those facets of this plan that involve:
   >
   > 1. public relations;
   > 2. community support for the schools;
   > 3. elimination of racial isolation in all white and all black neighborhoods;
   > 4. promoting good human relations in the schools; and
   > 5. coordinating social action between school and community

2. The Citizen's Advisory Councils for each public school in Dayton be requested to sponsor open forums to elicit recommendations from parents and other citizens for methods of implementing pertinent facets of this plan.

3. The Community Advisory Committee and the Citizens Advisory Councils be asked:

    a. to report their recommendations to the Superintendent of Schools no later than six weeks after appointment of the Advisory Committee; and

    b. to report recommendations that relate to longer range goals established by the Board no later than six months after appointment.

4. The Superintendent of Schools be charged with the responsibility of:

    a. reporting within one week after Board adoption of this document to the citizens of Dayton via television, radio, the press, and other media the essential components of this plan; and

    b. requesting that citizens who are willing to offer suggested methods for implementation of the plan submit their suggestions to this office by postal service within one month after Board adoption.

5. Recommendations received from these groups and organizations be channeled by the Superintendent to appropriate school authorities for evaluation and possible implementation.

Students

Many adults who are products of racially isolated schools find that they waste much of their time, energy, and effort unlearning much of what they were taught in these schools. The environment of schools with a substantial majority of Negro students offers serious obstacles to learning, according tc Racial Isolation in the Public Schools, a report of the United States Commission on Civil Rights in 1967:

> The schools are stigmatized as inferior in the community. The students often doubt their own worth, and their teachers frequently corroborate these doubts. The academic performance of their classmates is usually characterized by continuing difficulty. The children often have doubts about their chances of succeeding in a predominantly white society and they typically are in school with other students who have similar doubts. They are in schools which, by virtue both of their racial and social class composition, are isolated from models of success in school.
>
> The time spent in a setting of racial isolation or desegregation has an impact on student attitudes and achievement. The longer Negro students are in racially isolated schools, the greater the negative

> impact is likely to be. The cumulative effects of isolation also extend to income and occupation.

The report continues.....

> The damaging consequences of racially isolated schools extend beyond the academic performance and attitudes of Negro schoolchildren and the subsequent impairment of their ability to compete economically and occupationally with whites. Racial isolation in the schools also fosters attitudes and behavior that perpetuate isolation in other important areas of American life. Negro adults who attend racially isolated schools are more likely to have developed attitudes that alienate them from whites. White adults with similarly isolated backgrounds tend to resist desegregation in many areas--housing, jobs, and schools.
>
> At the same time, attendance at racially isolated schools tends to reinforce the very attitudes that assign inferior status to Negroes. White adults who attend schools in racial isolation are more apt than other whites to regard Negro institutions as inferior and to resist measures designed to overcome discrimination against Negroes. Negro adults who attended such schools are likely to have lower self-esteem and to accept the assignment of inferior status.
>
> Conversely, Negroes who have attended desegregated schools tend to have a higher self-esteem, higher aspirations and are more likely to seek desegregated situations. Whites who have had desegregated education are more likely to report a willingness to accept Negroes in desegregated situations and to support measures that will afford equal opportunity.

During the 1969-70 school year, black youngsters accounted for 40.9 per cent of the total elementary and 33.8 per cent of the secondary student populations of the Dayton school system. Twenty-one elementary schools had fewer than 5 per cent black students and five other schools had between 5 and 11 per cent black students. Nineteen of the remaining elementary schools had more than 71 per cent black enrollment, twelve of which were over 99 per cent black. (Similar isolation in Dayton's secondary schools also exists.)

Eliminating Student Racial Isolation

This document recommends that for September, 1971, the goal to be achieved in eliminating such racial isolation be that of assuring that:

1. any change in the racial composition of a given school's student population will be toward elimination of racial isolation, or toward the system-wide proportion of black to white; and

2. any additional methods deemed educationally sound by the Superintendent and his staff which can reduce racial isolation will be implemented.

The recommendation is also submitted here that upon adoption of this document as policy by the Dayton Board of Education, a Student Advisory Committee be appointed by the Superintendent to be composed of the Associate Director for Student Relations, the Assistant Superintendent for Pupil Personnel, the Director of Guidance & Testing, and the presidents of each student council in each of Dayton's secondary schools. The specific responsibility of the Advisory Committee would be to establish dialogue with students in the public schools as a means of eliciting suggested methods for implementing those facets of this plan that involve:

1. assignment of students to schools,

2. coordination of student activities in the schools, and

3. prevention of racial conflict in the schools.

The Advisory Committee would be charged with presenting an initial report of their recommendations to the Superintendent of Schools no later than six weeks following appointment of this committee and a report of long-range recommendations no later than six months after appointment. Suggestions reported by the Student Advisory Committee will be channeled by the Superintendent to appropriate school authorities for evaluation and possible implementation.

Teaching Faculties

> Teachers are the most important element in the quality of education schools offer. The extent of their experience, the quality of their training, and their attitudes toward students all are important. (Racial Isolation in the Public Schools)

Broad Objective I of the Dayton City School District Equal Educational Opportunity Project under the Provisions of Title IV, Section 405 of Public Law 88-352 of the Civil Rights Act of 1964 is stated as follows:

> To desegregate faculties and administrative staffs in accord with provisions stipulated by the Dayton Board of Education to Title VI representatives.

The intention of the Board as stated on August 22, 1969, (and amended December 19, 1969) is

> that each school staff throughout the District will have a racial composition that reflects the total staff of the district as a whole. This goal will be approached in 1969 and 1970 through the process of voluntary transfer and new teacher assignments.

and

> If, however, the cooperative efforts of the Dayton Board of Education and the total staff were not enough to achieve the goal stated in Step 1, other methods will be developed to achieve that goal by September, 1971.

Achieving Racial Balance of Teaching Staff

This document recommends as an immediate goal that:

1. any change in the racial composition of a given school's teaching faculty be toward the system-wide average of black to white; and

2. efforts be made to effect additional voluntary transfer of teachers in order to progress toward the commitment made previously by the Board to achieve racial balance within school faculties.

The recommendation is also submitted here that upon adoption of this document as policy by the Dayton Board of Education, a Faculty Advisory Committee be appointed by the Superintendent to be composed of the Assistant Superintendent for Personnel, the presidents of principal professional and subject area organizations, and the DCTA Building Representative of each school. The Faculty Advisory Committee would be asked specifically to perform the following tasks:

1. to establish dialogue with the teaching faculties in Dayton Public Schools as a means of eliciting suggested methods for:

    a. achieving voluntary racial balance of the faculties;

    b. determining the kinds of assignments that teachers who transfer will have;

    c. facilitating the kinds of working enviornments and conditions that will assure good professional relationships among teachers as faculties are desegregated;

    d. assisting in creation of a positive professional climate between teachers and administrators; and

    e. developing the kinds of in-service programs that will assure usage of unbiased learning materials, anecdotes, examples, terms, and gestures.

2. to report their immediate recommendations to the Superintendent no later than six weeks following appointment of the committee and their long-range recommendations no later than six months after appointment.

These recommendations will be channeled by the Superintendent to appropriate school officials for evaluation and possible implementation.

School Staffs

The major justification for persons other than learners and teachers being employed in a school system is that the teaching-learning process can be facilitated by persons performing certain specialized tasks (such as keeping the buildings clean, purchasing learning materials, keeping financial records, and coordinating or administering overall operations). A major problem that has developed in many desegregated schools is that even though students and teaching faculties were mixed racially, the adjunct and administrative staffs have remained either all black or all white.

This document recommends that for the purpose of this overall plan, all personnel in individual schools other than classroom teachers be considered as "Staff" and would include principals, assistant principals, secretaries, nurses, custodians, administrative interns, counselors, paraprofessionals, cafeteria workers, and athletic coaches.

Recommendations for Staff Balance

The recommendation is presented here that efforts be made to assure racial balance of each school's total staff. The immediate goal, would be that no greater racial isolation be permitted to develop on any staff than exists currently, and that any changes in proportion of black to white staff members in individual schools be toward the system-wide proportion of black to white.

In addition, deliberate efforts should be made by the central administration before September of 1971 to achieve greater racial balance than now exists in the local staffs.

This document also recommends that a Staff Advisory Committee be appointed by the Superintendent to be composed of the Assistant Superintendent for Instruction, the Director of Business Affairs, the presidents of representative organizations of the operations, secretarial and food service staffs, and of the coaching and counselor associations.

The Staff Advisory Comittee would be given the specific assignment of establishing dialogue with staff members in the schools relative to:

1. achieving voluntary racial balance of staffs;
2. developing harmonious professional relationships among staff members;
3. facilitating appropriate work assignments for new faculty and staff members in each school; and
4. recruiting competent employees of diverse racial origins as positions become vacant.

The Staff Advisory Committee will be asked to submit an initial report of their recommendations to the Superintendent no later than six weeks after their appointment, with long-range recommendations to be submitted no later than six months after appointment. The Superintendent will channel these recommendations to appropriate administrative personnel for evaluation and possible implementation.

Central Office Staff

The Central Office Staff of the Dayton Public Schools has been rather effectively desegregated at the professional level. The non-professional staff, however, is currently about 16 per cent black. Some offices are all white. A concentrated effort should be made to insure that these substaffs more nearly reflect the racial composition of the system as a whole.

Curriculum and In-Service Development

In a very broad sense, curriculum development and in-service programs, along with community involvement, are the major keys to successful improvement of educational quality and elimination of racial isolation.

Curriculum development of an appropriate and effective nature is a complex matter that must focus strongly on the attitudinal orientation of the teacher and the learner, as well as on organizational plans and learning materials. This development should be directed toward establishing a climate of affirmation and respect for every child. With positive attitudes and recognition of the value and worth of every child as the basis for organization and development, rapport becomes possible.

Such a mind set can be developed through in-service programs, joint planning, and use of innovative methods and materials to facilitate the fulfillment of each child's needs. Many such programs, methods, and materials are now being developed and produced.

It is recommended:

1. That a curriculum advisory committee be appointed by the Superintendent to be composed of the Assistant Superintendent for Curriculum and of other persons responsible for curriculum development in the schools. The committee should include teachers, students, administrators, and community leaders;

2. That provisions be made in school calendars for continuing in-service training for interracial faculties and staffs.

The specific responsibility of this committee would be to develop methods and to select materials appropriate for learners in multicultural schools. The curriculum advisory committee would be charged with presenting an initial report of their recommendations to the Superintendent no later than six weeks following their appointment and a report of long-range recommendations no later than six months after appointment.

Building Facilities

Building needs have been assessed by a team of professionals from The Ohio State University. That report should be coordinated with other long-range plans such as those suggested here.

The Future: Part II

Community Involvement

The methods suggested in the preceding section of this document for eliciting community involvement in school planning and development provide a basis for more efficient cooperation during future years. The recommendation presented here is that the Community Advisory Committee also be asked to suggest:

1. more effective ways by which the schools and the community can work harmoniously;

2. means of reducing racial frictions that may relate to or result from implementation of this plan; and

3. methods of increasing community support for the schools in their quest for greater quality in educational experiences.

Students

The negative effects of racial isolation on black children are well documented and generally known. Much less scholarly and public attention has been given to the negative effects of such isolation on white children--yet, those effects also exist. The parameters recommended here are based on concern about these negative effects on both black and white youngsters.

The position taken in this document is that in a large city such as Dayton, to attempt achievement of exact racial balance of student populations in each school would present almost insurmountable obstacles to the school system. Therefore, certain minimum and maximum parameters are suggested that in more realistic terms can effectively diminish the negative effects of racial isolation.

The current elementary school population in Dayton is composed of approximately 41 per cent black and 59 per cent white youngsters. In the secondary schools, approximately 34 per cent of all students are black. These proportions may change due to migration, preference for private schools, or objection to interracial learning environments.

This document proposes:

1. That by September, 1971, the student racial composition of each school will be within the parameter plus or minus thirty per cent of the system average of black students with the exception that no school shall have fewer than eleven per cent black students; and

2. That the Student Advisory Committee be asked to continue eliciting and reporting suggestions for implementing this plan and for achieving the goals presented herein.

Teaching Faculties, School Staffs, and Central Office Staffs

The Dayton Public Schools have previously pledged to achieve racial balance in its faculties and staffs by September of 1971. Great reliance should continue to be placed on the appropriate advisory committees for receiving suggestions for this accomplishment. Unless voluntary reassignment can effect racial balance, involuntary assignments will need to be made.

Curriculum

Efforts must continue to assure that educational quality improves as racial isolation is eliminated. Teachers and learners need to be involved with administrative personnel in this quest. The Curriculum Advisory Committee should continue to function as a vehicle for improvement of the educational program.

Building Facilities

The completed report of the survey and assessment team from The Ohio State University will have been submitted in the 1970-71 school year. Many of the methods that will be essential to diminishing racial isolation among students will depend on the final report of that team. As soon as their recommendations are received, planning must commence for better utilization and renovation of buildings, and possible restructuring of school organizations within buildings.

The Future: Beyond 1972

Most of the recommendations and suggestions that could be provided by the various advisory committees should have been implemented by September of 1971. Different advisory groups may be needed after that time. Continued involvement of community, students, faculties, and staffs will be essential to success.

Only two specific recommendations are proposed for future development beyond 1972. They are based in part on the legal decision given on August 15, 1969, relative to schools in Charlotte, North Carolina. United States District Judge James B. McMillan ordered the Charlotte Board of Education to present a permanent plan by November 17, 1969, to include specific proposals for:

1. Complete faculty desegregation.
2. Complete student desegregation "including making full use of zoning, pairing, grouping, clustering, transportation, and other techniques..."
3. A detailed showing of the effect of present and proposed building plans on desegregation.

Judge McMillan also criticized the previously submitted plan in terms of student isolation:

> The assumption in the Board's report that a school is desegregated when it has as many as 10 per cent of a minority race in its student body is not accepted by the court, and neither the Board nor the court should be guided by such a figure.

This document proposes that:

1. In order for racial isolation among students to be effectively eliminated as a final goal, the parameters for student racial composition of each school will be reduced to plus or minus fifteen per cent of the system average of black students.
2. Innovative and creative planning will continue throughout the community and the school system to ascertain that racial isolation not to be permitted to redevelop. Certain measures can be taken and certain activities can be engaged in to assure this. Among them are:

- a. Area exchanges
- b. Contracted services with other districts
- c. Political action
    - (1) Suburban open housing
    - (2) District consolidation
    - (3) Federal enforcement
- d. Building plans
- e. Staff recruitment
- f. Innovative in-service programs
- g. Sabbatical leaves
- h. Pilot programs
- i. Cooperative public-private school programs

Conclusion

Inherent in all educational endeavors is the need to prepare learners for full participation in the social system. Since "quality is what education is all about," according to The President, and "desegregation is vital to that quality," we must maintain desegregation if we are to maintain quality in the public schools.

ALTERNATIVES FOR CONSIDERATION

Reactions by David Ashby, David Carter
and Dr. Joseph Rogus

In the classic Tale of Two Cities, Dickens wrote:

> It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; it was the epoch of belief; it was the epoch of incredulity; it was the season of light; it was the season of darkness; it was the spring of hope, it was the winter of despair.

Certainly these thoughts are applicable today. Let us attempt to heed them as we look at our limited world.

There is no doubt that questions related to school desegregation could be discussed indefinitely. At the end of this discussion, we would most likely be no closer to solution than we are at this moment. Since a decision must be made in the very near future, it seems advisable that present efforts change from discussion to decision-making, toward the goal of making a decision based in sound reason and which soon will be acted upon with passion. Procrastination at this time will certainly not result in a diminishing of the problem.

If respect is accorded divergent views, a solution to our present problem can be found. Of this, one can be sure. If there is neither a listening to nor an empathy with differing perspectives, the spiritual destruction of Dayton Public Schools is imminent. Of this, one can be equally sure.

School faculties are deeply concerned about staff desegregation, and staff anxiety stemming from uncertainty can indirectly affect quality of instruction.

Regardless of the nature of board decision, plans must be made by administrative staff to prepare teaching staff, students, and community for change, and time is needed to carry out this task effectively.

An inevitable result of any such decision will be change in the present mode of functioning and must be faced by board members, teachers, administrators, students, and community. In preparation for such change, all persons must endeavor to understand what is known of human acceptance of change. Decisions related to desegregation must reflect this understanding or be doomed to failure.

The following pages present an attempt to:

a. identify the specific problems;
b. examine alternatives to solving the problems;
c. present the inhibiting and enhancing factors that must be examined in considering each alternative.

The alternatives and influencing factors for consideration are suggestions rather than prescriptions. They are meant to be accepted, refined, altered, combined or rejected. "Spelling out" predicted possible outcomes may help in designing later efforts to cope with by-product problems.

Problems

The problems can be so stated:

1. To desegregate staff so that each school faculty reflects the racial composition of the professional staff as a whole.

2. To reduce racial isolation among students.

Alternatives

Alternative I

1. Accept and request the superintendent to implement voluntary transfer proposal as submitted by the Task Force on Staff Desegregation.

2. If staff balance is not achieved through voluntary means, request from HEW an extension of the compliance date. Accept the progress made as indicative of our best effort and wait for reaction from Office of Civil Rights and the administration.

3. Take no action to reduce racial isolation among students.

Inhibiting factors. Acceptance of Alternative I would: ignore the sensitivities of a segment of the professional staff who believe in the principle of desegregation but are reticent to volunteer participation without accompanying reduction of student racial isolation and changes in existing patterns of school organization. It would reaffirm an institutionally racist position that the problem of segregated staffs is not of our making; therefore, we need not inconvenience ourselves to solve it. Such a decision could be interpreted to mean that essentially Dayton professional educators and the Dayton community stand for *nothing* on the problem acknowledged through the Kerner Report and other respected sources as the number one problem of our society.

Acceptance of Alternative I would reflect an abdication of responsibility for collective, past discriminatory acts and "set up" someone else to take the blame for steps ultimately taken. (There was never a perceived problem among duly constituted bodies when involuntary transfer took place solely in minority situations at an earlier point in time.) It would deny the binding power and validity of commitments made by a previous board of education of the Dayton City School System.

Untenable conditions would be generated for a small number of white/black teachers transferring voluntarily to predominantly white/black situations. Youngsters would be denied equal opportunity to work with quality staff. Dayton schools would risk a loss of federal funding and the power to decide ultimately means of affecting staff desegregation and leave the Board of Education vulnerable to legal charges of attempting to block desegregation.

Acceptance of Alternative I would constitute a denial that adults have potential for learning. It would reflect abdication of the process of "deciding on virtue of principle" and base decision on the ability to make the louder noise or to gather the larger cluster of supporters. It would delay attempts to cope with the problem.

Enhancing factors. Acceptance of Alternative I would: relieve anxiety of and pressure from insecure individuals and groups within the school community.

Alternative II

1. Accept and request the superintendent to implement voluntary transfer proposals submitted by the Task Force on Staff Desegregation.

2. Direct the superintendent to develop and prepare to implement involuntary transfer procedures.

3. Take no action to reduce racial isolation among students.

Inhibiting factors. The teacher organization, receptive to all lines of thinking for its survival, may perceive it necessary to react to acceptance of this Alternative. A teacher-administration-Board split will hardly result in a more effective program for youngsters, and lack of mutual confidence will set instructional progress backward. Difficult situations will exist for many teachers moving from a school presently working with pilot or newly established programs. Staff morale likely would be adversely affected.

Enhancing factors. Acceptance of Alternative II would consititute honoring a commitment to the "principle of reducing racial isolation" as made to ourselves and to the Office of Civil Rights. It would increase probability that each youngster would have equal opportunity to work with a cross-section of qualified staff. The Board of Education would display fortitude and at least partially honor their commitment to the principle of integration. It would eliminate Board legal vulnerability to blockage of desegregation efforts. Local forces could determine the means of desegregating staff.

Alternative III

1. Accept and request the superintendent to implement voluntary transfer proposals submitted by the Task Force on Staff Desegregation.

2. Request the superintendent to appoint a task force representative of teachers, administrators, and community groups to develop a plan for reorganization of the schools; such plan would be submitted to the Board of Education by January 15 and the first phase of the implementation schedule initiated in the spring of 1971. (Such group would give consideration to already recommended concepts: intermediate schools, university partnership schools; magnet schools; specialized schools, paired schools, the Princeton Plan, etc.)

3. If staff balance is not achieved through voluntary means, direct the Superintendent to develop and prepare to implement involuntary transfer procedures or request from HEW an extension of the compliance date.

Inhibiting factors. Accepting Alternative III would present transportation and program development costs and possible community and staff resistance. The staff desegregation goal might not be achieved completely through the suggested steps.

Enhancing factors. As would acceptance of Alternative II, that of Alternative III would leave local forces to determine means of desegregating staff and increase probability of quality educational programming. It would involve Dayton teachers, administrators, and community groups in developing steps to higher quality education. Possibly it would reduce racial isolation among pupils.

Acceptance would reinforce staff who perceive need for school reorganization to accompany staff desegregation and approximate conditions for effective professional staff development. It would provide a sound incentive for staff transfer and possibly reduce long range operating costs.

Alternative IV

1. Accept and request the superintendent to implement voluntary transfer proposals submitted by the Task Force on Staff Desegregation.

2. Direct the superintendent to develop and implement magnet secondary and a magnet intermediate schools.

   a. Each high school would maintain its comprehensive nature; however, a five-year program in a specialized area would be developed (e.g., science & technology, social institutions and behavioral sciences, fine and performing arts, science and mathematics, romance languages, vocational/technical).

  b. The student population of magnet secondary schools might be drawn from the entire city or from limited segments of the city and be open to interested students of varying ability, socio-economic, cultural, and ethnic backgrounds.

  c. The intermediate school would serve a specified geographic area.

  d. The intermediate school's "magnetism" would be in its function to design, implement, and evaluate exemplary curricular programs, (e.g., individualized instruction; independent study, environmental education, differentiated staffing patterns, affective learnings, etc.)

3. If staff balance is not achieved through voluntary means:

  a. Direct the superintendent to develop and prepare to implement involuntary transfer procedures

  or

  b. Request from HEW an extension of the compliance date.

Inhibiting factors. Acceptance of Alternative IV could present transportation, program development and building renovation costs. It might not eliminate student racial isolation and could meet with community and staff resistance.

Enhancing factors. Acceptance of Alternative IV would: reduce racial isolation of selected pupils, involve teachers in program development and provide a sound incentive for staff transfer. It would provide opportunity for meaningful educational program development, reduce costs because of consolidation of resources and effort. It would maintain "neighborhood schools" on the primary level.

Alternative V

1. Accept and direct the Superintendent to implement voluntary transfer proposals as submitted by Task Force on Staff Desegregation.

2. Direct the Superintendent to implement recommendation 6 of Group 2 - Program, Curriculum, and Organization Recommendations of the Ohio State University Building Facilities Survey Team (November 1970) which would reorganize the vertical structure of the school system from 8-4 to a 5-3-4 pattern.

3. Further direct the Superintendent to implement this recommendation so that the racial composition of the pupil population of the schools will be determined within the parameters recommended by Glatt in "Parameters and the Future," i.e., each school's population will be within the parameter plus or minus 30% of the system average of black students with the exception that no school shall have fewer than 11% black students.

(Note: This means that no primary or intermediate school pupil population would exceed 71% black; and that no high school pupil population would exceed 64% black, in the initial phase of development. The end goal would leave no primary or intermediate school with less than 26% nor more than 55% black students. Each high school student population would consist of no less than 19% nor more than 49% black students.)

4. If staff balance is not achieved through voluntary means then:

   a. Direct the Superintendent to develop and prepare to implement involuntary transfer procedures or

   b. Request from HEW an extension of compliance date.

Inhibiting factors. Accepting Alternative V, again, could entail transportation costs as well as possible community and staff resistance, building renovation costs and program development costs. Lack of sound community understanding of the "middle school" concept could affect its acceptability.

Enhancing factors. Acceptance of Alternative V would reduce racial isolation among students, provide means of meeting the needs of a diversity of pupil population, provide a "natural" means of achieving staff balance and, through consolidation of facilities and resources, provide for a reduction in costs.

Alternative VI

1. Accept and request the superintendent to implement voluntary transfer proposals submitted by the Task Force on Staff Desegregation.

2. Direct the superintendent to expand and delineate the open enrollment policy by establishing parameters for student racial composition in each school as outlined by Dr. Charles Glatt:

   a. By September 1, 1971, the racial composition of each school with the Dayton Public School System shall be within ± 30% of the system-wide average of black students with the exception that no school shall have less than 11% black students.

   b. By September, 1974, the racial composition of each school shall be within ± 15% of the system's average of black students.

3. If staff balance is not achieved through voluntary means:

   a. direct the superintendent to develop and prepare to implement involuntary transfer procedures, or

   b. request from HEW an extension of compliance date.

4. Direct the superintendent to plan and implement procedures that will assure that racial isolation is not permitted to redevelop.

Inhibiting factors. Alternative VI acceptance would create the same costs and resistance as would that of Alternative V. The staff desegregation goal might not be completely satisfied through the suggested steps.

Enhancing factors. Acceptance of this alternative would reduce racial isolation among pupils and provide incentive for voluntary staff transfer. Of the six, this alternative would be the one most likely to create positive student attitudes and eliminate race myths held by many community members.

Some Policy Questions

These are questions of policy that the Dayton Board of Education is now asked:

1. Does the Board of Education favor a policy of desegregation of schools and the ending of racial isolation in all buildings?

2. Which alternative (or combination of alternatives) for dealing with school segregation as presented by the reactor panel does the Board favor as an approach at this time?

3. Should effort and resources be increased to phase out obsolescent materials and improve curriculum related to minority contributions and problems?

4. Should the Board develop a formal policy favoring open housing and pursue a program for working with other agencies to integrate neighborhoods?

    a. Should the Board declare a moratorium on the construction or improvement of school facilities in neighborhoods that are not integrated?

    b. Should the Board pursue a policy of assuring pupil assignment to the building nearest to residence only when the neighborhood is integrated?

5. Should in-service education of professional staff in interpersonal and multiethnic curriculum materials be increased? Should such education be mandatory for all members of the staff?

6. Should the leadership of Dayton--the Dayton Area Chamber of Commerce and business leaders, the Dayton area labor organizations, the Dayton Area Board of Realtors, the Regional Planning Council and all real estate interests, the Dayton and Montgomery County Council of PTA's, and the boards of education of adjoining districts--join in a program

for ending racial isolation in our schools?

7. Should a broadly based citizens committee be formed to make recommendations for the desegregation of pupils?

8. Should application be made for federal funds to assist in planning for desegregation, intergroup relations, and in-service education?

9. Should the Office of Equal Educational Opportunity be continued after January 1, 1971?

ILLUSTRATIVE REACTIONS FROM MEETINGS

Visitors to Board of Education study-discussion meetings on the foregoing report have been invited to express themselves on a brief opinionnaire distributed at the meetings. Among responses are the following:

Go Slow

Use more time and carry out desegregation on a voluntary basis only. Why not adhere to the lesson taught us by the experience of Greenville, South Carolina and Cairo, Illinois? In many places all troubles are blamed on integration. (See U.S. News and World Report November 30, 1970.)

Dayton must live and operate within its income and adjusted budget. Too radical movement by the schools may undermine the passage of extra tax income and quite possibly cause the defeat of the 13.6 mills renewal next November.

Remember the voters and taxpayers have the final say.

- A citizen

I recommend voluntary transfer of teachers and open enrollment; no busing of students out of their neighborhood school. I suggest that we: (1) request an extension of time; (2) assign new teachers to balance staff; (3) study results of integration in cities like Greenville, North Carolina for results of wholesale transfer of students and teachers.

People who have worked all their lives to provide a nice home and community have a right to sent their children to a school in the neighborhood. No person has suffered more poverty than I. My uneducated parents were determined that their six children would get an education "where it was." Let others provide at least part of their own improvement. People won't help themselves as long as everything is handed out to them. There are many taxpayers who can't afford some of the opportunities because they are paying taxes for these opportunities for others. When will their rights be taken into consideration?

Forced integration will destroy 25 years of human relations improvement. Why must teachers carry the load that everyone else can't solve? Tax payers will not support what is being asked.

- A teacher

Act Now

My position on the subject of school integration is that ethically, morally as well as legally, the Board has no choice but to proceed immediately to implement quality, integrated education for all children in the Dayton School District. Let us get going with junior high or middle schools and magnet schools, whatever is necessary - let's get on with it.

- A teacher

A segregated school system is detrimental to the community. As a social institution, the school system has an obligation to society to act as a harmonious, heterogeneous microcosm of a potentially harmonious macrocosm.

Teachers in the system should routinely be rotated. All schools in the system should be well integrated, faculty and students. Those who cannot see the social necessity for total integration and the moral obligation the Board has to implementing such change, should not be members of the Board; the best interests of the students is obviously not foremost in their minds. Covert racism is a "sin," as taught by racial isolation.

- A former student

Integrate now, with no procrastination for any reason--the change is only 400 years overdue.

- A community member

If the educator does not see and desire the educational values of integration, he is--whether unconsciously or not--accepting the injuries to education and to himself which accrue from accommodation to segregation.

"Normal" relationships among students and teachers, i.e., a prevailing situation in which children and teachers view each other, accept each other, and work with each other as ordinary and equal human beings, does not seem a very dramatic goal.

But to make the changeover from the present normal to the desired normal represents a tremendous challenge and requires a great affirmative effort by educators and community.

Nevertheless, a school system, given the understanding and will of its professional staff and a degree of support by the community, can make tremendous strides toward integration and thus bring about vast improvements in education. In turn, the progress of school integration will be a major force in weakening the grip of segregation on the total community. As the pattern weakens, the remaining steps toward full school integration can be taken.

The business of education, is, after all, to produce change in people. But educators, like other people, are reluctant to undergo change themselves. Nevertheless, they need to realize that passivity and neutrality mean only longer entrapment with segregation--a sure recipe for continuous trouble. The unhealthy tension and anxiety felt by many educators in the face of civil rights pressures can be dissolved by understanding that school integration is an urgent goal of education and the responsibility, above all, of educators. Educators should be leaders--not the reluctant followers. Integration is a hard road--but it leads to a solution, to an educational process that is sound, stable, honest, and much more productive.

"The person with a closed mind is like a person who carries a bucket of cement, all mixed up and permanently set."
(Clarence R. Bungay)

- A teacher

Student Statement

At the December 10 meeting of the Board of Education, Steve Rothstein, representative of the Student Senate Advisory Board, read the following statement:

> As the primary purpose of school desegregation is to provide the best possible education for students, it is important to hear a student's point of view on the subject.
>
> The issue of desegregation of educational facilities has been hashed and rehashed by courts, school boards, and individuals for over sixteen years as a political issue, and I believe that we must address ourselves to the question as a moral issue.
>
> Just as the attendance of a student in a segregated or nearly segregated school greatly deprives that student of a very necessary and crucial element in his education,

the attendance of a student in a set of classes or a school where all or nearly all of his teachers represent essentially a similar socio-economic background, which in many cases also means that they are of the same race, also creates a serious and possibly irreplaceable deficit in the quality of over-all education he is receiving.

I feel that enough time has passed in which politics play an important role in the quality of education, and also that more than sufficient time has been granted for fooling around and extending deadlines with regard to desegregation of pupils and staff in the school systems. Since it was first decided to proceed with desegregation over sixteen years ago, I am sorry to say that woefully inadequate progress has been made. I feel that if the Dayton school board were to permit even more time to elapse before desegregation will be achieved, and if the public does not object to such action, then the board and the public would be rescinding their moral obligation to themselves and their children, and would furthermore be impeding the progress of establishing justice in this country.

Fairview:
Steven Rothstein
Sue Ramick
Wayne R Curtis

Meadowdale:
Gary Grams

Colonel White
Jeff Abrahams
Laurie Weddel
Jackie Jones

Kiser
Duane E. Higgins
[illegible]
Diana Kearney

Roth
ROBINSON MAURICE
Thelma Cromarty
Jackie Williams
Barry Caldwell

Roosevelt
William Lakeshaw
Brenda Kidd

Dunbar
Renee Lewis
Catherine Williams
[illegible]
Brenda Mosley

[illegible]
Avida Seagraves

Stivers
Pat Reid
Ethel Michaels

Wilbur Wright
Patricia [illegible]
Dave Green
Joyce Floyd
John [illegible]

Belmont
Sam Gregory
Mike Kern
James Clay

- Student Senate Advisory Board

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